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ABSTRACT

The "Profile of Performance" is the Anchorage School District, Alaska, report card to the School Board and community on academic achievement. Part 1 of the report provides a summary of performance across the entire district on a variety of indicators of achievement. It includes an overview of district performance and an examination of the performance of students by ethnic and income groups. Part 2 looks at each of the more than 90 schools and programs in Anchorage, providing information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school. The focus of this document is on the regular education program. It does not include the special education program; nor does it address the social or physical wellness of students other than through the end-of-year report card surveys. While the majority group in the Anchorage School District continues to be white, students whose ethnic background is other than white account for an increasing portion of the school district's population, amounting to 33% in 1998-1999. Although overall Anchorage School District indicators were very positive with norm-referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there were substantial differences in the performance of individual schools. Many Anchorage schools have large numbers of students who come from low-income homes and have high student mobility. These are schools in which the task of education is more difficult, and teachers have to work the hardest to help students achieve. (Contains 129 tables.) (SLD)

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ED 448 165

ANCHORAGE SCHOOL DISTRICT

PROFILES OF PERFORMANCE

1998-99

A. S. D.
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ASSESSMENT AND EVALUATION DEPARTMENT

ASSESSMENT AND EVALUATION REPORT #99-6
SEPTEMBER 1999

TM031801

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ANCHORAGE SCHOOL DISTRICT

PROFILE OF PERFORMANCE

1998-1999

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This document could not have been completed without the effort and cooperation of thousands of District staff and students. Information included in the Profile of Performance has been prepared by staff in the Management Information Systems, Curriculum, and Assessment and Evaluation Departments. Dr. Norman Holthouse, Dr. Fred Stofflet, Dr. Tom Straugh, Dr. Steve Garrison, Dr. Carol Mell and Cindy Hanna provided analysis and tabular information for the report. Ms. Sarah Hotchkiss of the Assessment and Evaluation Department developed many of the tables and prepared the final document. The document could not have been prepared without them.

Errors of omission and interpretation are my own.

Ray Fenton, Ph.D.
Assessment and Evaluation

Profile of Performance
1998/99

Part I

ANCHORAGE SCHOOL DISTRICT
PROFILE OF PERFORMANCE
1998-99

Part I
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Question: What is the Profile of Performance?

Answer: The Profile of Performance is the Anchorage School District report card to the School Board and community on academic achievement. Part I of the report provides a summary of performance across the entire district on a variety of important indicators of success. Part II of the report takes a look at each of the more than 90 schools and programs in Anchorage.

Discussion: This report is divided into two major sections. Part I provides an overview of the district. It includes an overview of District performance on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with Anchorage programs. Part II provides profiles for each school in the District with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school.

The Profile of Performance does not address all student outcomes. The focus in on the regular education program and does not include measures of the success of special education students that do not participate in the district and state testing programs. It does not address the social or physical wellness of students other than through end-of-year report card surveys.

The District and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. District reports on the fiscal performance of the Anchorage School District are available from the Office of Business Management.

The Superintendent's End-of-Year Report on goal attainment for 1998-99 is available through The Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2111. It examines the success of the activities that were undertaken to manage district programs in an effort to fulfill board goals related to academic excellence and to provide prudent and effective management.

This report includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual School Report Cards which are available at each school. A District Report Card is prepared for the State of Alaska and is available from the Superintendent's Office.

The Profile of Performance is organized in a question and answer format. The questions identify the topics which are reviewed, the answers provide overviews of the findings relative to the topic. Discussion sections further explore the data that supports the answers.

The Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2131. Copies are available to the public in all Anchorage libraries. Selected information from the profile will be available through the Anchorage School District world-wide web site at http://www.asd.k12.ak.us/Depts/Assess_Eval/ in early October.

Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 269-2211.

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm referenced basic skills achievement tests, locally developed curriculum referenced tests, locally developed performance assessments and the ACT and SAT results for those graduating seniors who elected to take college entrance exams. Grades and credits earned for secondary students, attendance patterns and drop out information are also included. Several demographic descriptors and trends which describe the 1998-99 student population are reviewed prior to the achievement measures to provide a rounded picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined from several perspectives. First, the demographic characteristics of the students served in the District in 1998-99 are reviewed. Data is presented on the composition of the student body in terms of ethnicity, grade level, and participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators which are presented later in the report.

The primary indicator of academic achievement used in 1998-99 is a norm referenced measure of basic skills. The 1995 edition of the California Achievement Tests (CAT/5) were administered to students in grades 3-11 in March 1999. The tests were administered to all students who were enrolled with two exceptions: Non-English speaking students who were in the District less than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm referenced testing. Other students may have missed the test period due to absences.

The CAT tests include basic skill tests in reading, mathematics, and language arts. Students in grade 3 are tested in Word Analysis, Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications. Students in grades 4-11 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-11 are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested to monitor the year-to-year growth of all students and provide an annual objective measure of performance to parents.

The State of Alaska adopted the California Achievement Test 5, Survey Battery (CAT) as the required measure for the Alaska Statewide Student Assessment Program in 1995-96. A study of the CAT tests reported in the 1995-96 Profile of Performance indicated that Anchorage teachers and curriculum specialists found more than 90 percent of CAT items in reading, language arts, and mathematics to be consistent with Anchorage curriculum goals and instruction.

Norm referenced tests like the CAT use multiple choice questions to measure basic skills in reading, the mechanics of writing, and mathematics. The tests provide an objective, standardized measure which allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students tested in 1991 and the tracking of changes in Anchorage performance on a consistent measure.

CAT tests are short 20 item tests in individual subject areas that are not meant measure all of what is taught. CAT tests are not designed to be a measure of success in reaching Alaska or Anchorage benchmarks. CAT tests are not keyed to the adopted Anchorage curriculum.

Anchorage Curriculum Referenced Tests (CRTs) are developed by Anchorage teachers and Assessment and Evaluation staff to measure student success on important aspects of the Anchorage curriculum. In 1998-99, grades 5, 7, and 9 participated in the Anchorage Direct Writing Assessment. The Jamestown Assessment Unit which combines instruction and assessment in social studies and language arts was administered at grade 4. A social studies assessment with a performance activity was given to all grade 8 Social Studies classes and a 8th grade Science assessment was given to all Science classes. All special education and bilingual students that are taking part in regular education classes are expected to participate.

A Math Pre-Algebra qualification test was administered to all 6th grade students. While the test is a hard one designed to select advanced students for pre-algebra placement in grade 7, it is keyed to the math curriculum and provides a measure of the attainment of advanced math skills across the district.

A new computerized Independent Reader examination was introduced in grade 3 to assess the School Board goal stating that all children should read independently by the end of 3rd grade. Student success is judged relative to key elements of the new Anchorage School District K-3 Language Arts Benchmarks and is a standards based test.

Staff training and parent notification has started to support the implementation of the new State of Alaska High School Graduation Qualifying Examination and the State Benchmark exams in reading, writing, and math. All students in grades 3, 6, and 8 will take Benchmark exams. All students in grade 10 will be tested on the High School Graduation Qualifiying Exam. The exams are scheduled for three half days in March, 2000. Results from these exams will be available in the fall of 2000.

The Benchmark and HSGQE will not provide the same sort of growth information for program evaluation that is currently available from the CAT tests and will only provide scores in the areas of reading, writing, and math. The Assessment and Evaluation Department is reviewing current testing practices with principals and staff and will make a recommendation for changes in the ASD assessment program as part of the 2000-2001 budget.

Grades and credits earned by students are direct indicators of the extent to which students are meeting the expectations of teachers. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention identifies the students that are not meeting minimum standards at elementary and mid-levels. High school credits earned chart the success of students as they move from grade 9 to graduation.

Attendance and drop out information are indirect indicators of student attitudes and interest in school. High absence and drop out rates are indicators of alienation and the failure to provide programs which engage students and move them along to academic success. Students who miss a great deal of school do not benefit from the instruction offered. Dropping out is a total failure of the school-student relationship. While the choice of going to school is always in the hands of the student and family, the reasons behind the choice not to come to school have to be considered by a school system that wants all students to have success.

Question: What are the demographic characteristics of the student population served by the Anchorage School District in 1998-99?

Answer: The 1998-99 school year was a growth year for the District in terms of overall enrollment. Over 49,551 students enrolled in Anchorage schools in September 1998. Our student population in 1998-99 was at an all time high, up over 758 students from 1997-98 and 1,583 students over 1996-97.

The ethnic diversity of the Anchorage student population is a reflection of the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, equating to 33 percent of the total population in 1998-99. This compares to a minority student membership of just over 29 percent of the population five years ago.

Anchorage is characterized by its mobility. One in five of the students served by the District entered or left one or more District schools after September 30, 1998; i.e., moved into or out of a school during the school year. Better than 44 percent of the students served in 1998-99 were new to their schools that year. These transience and mobility figures are similar to those for the District over the past several years indicating a continuing pattern of high mobility. The most recent national mobility indicator is 16.1 percent.*

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion (31.0%) is slightly below the district high of 33.2% in 1995-96 but still substantial.

The District's population includes several thousand students with special needs. Gifted students, learning disabled students, mentally retarded students, and others with specific identified needs are included in Tables 5 and 6. This diversity of needs of the District's population was recognized and addressed by the Anchorage School District during 1998-99 through a variety of special programs.

Discussion: Table 1 provides a five year review of the membership in the District at the beginning of the school year broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school by October 31 of the year shown.

The 1998-99 school year saw 49,597 students enrolled at the beginning of the year. This figure was an all time high, and demonstrated growth of over 1,583 students from 1996-97.

The non-White population makes up over 33 percent of the total student population and is growing. In 1994-95, non-Whites made up about 29 percent of the total population. All non-White racial-ethnic populations have grown in absolute numbers over the past five years. Among the racial-ethnic minority groups, the Asian/Pacific Islander group has had the greatest growth over the past five years. The Black group has had the least growth.

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*National Center for Educational Statistics, The Condition of Education 1995, p.46.

Table 1

Anchorage School District
Beginning of Year (September 30) Membership 1994-95
(Estimated Ratio Ethnic Breakdown)
Beginning of Year (October) Membership 1995-96
Beginning of Year (October) Membership 1996-97
Beginning of Year (October) Membership 1997-98
Beginning of Year (October) Membership 1998-99

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number	5,893	4,299	4,334	2,520	32,551	49,597
	Percent	11.9%	8.7%	8.7%	5.1%	65.6%	100.0%
1997-98	Number	5,644	3,819	4,234	2,381	32,557	48,635
	Percent	11.6%	7.9%	8.7%	4.9%	66.9%	100.0%
1996-97	Number	5,392	3,558	4,182	2,233	32,546	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	67.9%	100.0%
1995-96	Number	5,203	3,341	4,104	2,123	33,070	47,841
	Percent	10.9%	7.0%	8.6%	4.4%	69.1%	100.0%
1994-95	Number	4,977	3,143	4,217	1,898	33,374	47,609
	Percent	10.5%	6.6%	8.9%	4.0%	71.1%	100.0%

Stability of the student population is examined in Tables 2 and 3. Table 2 examines within-year stability and Table 3 examines year-to-year continuity. The stability indices in Table 2, labeled "% in One Sch.," represent the portions of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indices in Table 3, labeled "% in Same Sch.," are the portions of the enrollment, again presented as percentages, that continued in the same school from the end of one school year to the beginning of the next school year. These data show a notable degree of mobility in the District.

American Native students seem particularly prone to move during the school year. One in three of American Native students enrolled in the District in 1998-99 moved into or out of a school after September 30, 1998. The mobility patterns for racial-ethnic groups have been relatively consistent over the past five years.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995) and a continuing problem here in Anchorage where about 20% move.

Table 4 presents the portion of the elementary student population participating in the free or reduced price lunch program. This variable is a pseudo-indicator of the socio-economic condition of the District's student population. It indicates that approximately one-third of the District's elementary students are eligible for free or reduced price lunch. In addition to the lunch program, a breakfast programs is available in sixteen elementary and eight middle schools.

Table 2

Anchorage School District
Stability Rates of Students
in One School September 30 through End-of-Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number*	6,553	4,666	4,703	2,788	34,545	53,267
	Percent**	70.1%	80.6%	75.1%	75.9%	83.3%	80.3%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	67.1%	80.2%	74.5%	75.3%	83.1%	79.8%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	66.8%	81.2%	74.3%	73.5%	82.9%	79.6%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	66.3%	79.3%	71.7%	73.9%	82.0%	78.7%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475
	Percent	65.2%	79.6%	71.5%	72.2%	81.4%	78.2%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the year.

Table 3

Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number*	6,553	4,666	4,703	2,788	34,545	53,267
	Percent**	52.2%	56.7%	51.4%	53.4%	59.6%	57.4%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	49.4%	55.4%	52.9%	53.3%	57.4%	55.6%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	46.6%	52.7%	48.7%	47.9%	57.4%	54.5%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	51.3%	57.7%	52.8%	50.7%	59.0%	57.1%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475
	Percent	48.4%	60.1%	52.5%	51.1%	59.6%	57.4%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

Table 4

Anchorage School District
Elementary
Free/Reduced Price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of* Children from Low Income Families	Percent of Children from Low Income Families
1998-99	27,788	8,836	31.0%
1997-98	27,706	8,366	30.0%
1996-97	26,771	8,256	30.8%
1995-96	27,709	9,203	33.2%
1994-95	27,725	7,724	28.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program. Program is not offered at the high school level.

Low income alone is not a cause of low achievement but it has a strong and consistent correlation with performance. Low income is a factor which creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities. In some Anchorage schools two out of three students qualify for free or reduced price lunch.

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle level school students who are unable to pay the full price of meals. In 1999-2000, reduced price meals will be available to individual students with a family income at or below $19,092. Free meals are available to a single student with a family income at or below $13,416. As family size increases, the allowable income increases by $6,512 for reduced-price meals and $4,576 for free meals. Allowable income level has increased by about 2% because of the increased cost of living in Anchorage.

Anchorage students that have recognized special needs are enumerated in Table 5. This table shows an increasing number of students active at the end of 1998-99 who had been identified as having special needs. Table 6 shows the special programs population for the District over the past five years. Some of these students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who need special support and the numbers have grown over the past five years.

Table 5

Anchorage School District 1994-95 to 1998-99
Active Membership at End of School Year

Areas of Need	Number of Students				
	98-99	97-98	96-97	95-96	94-95
Mentally Retarded	304	275	261	248	253
Specific Learning Disability (Slingerland)	4,411	4,520	4,587	4,466	4,434
Emotionally Disturbed	420	410	362	362	368
Orthopedically Handicapped	32	37	32	37	39
Speech Impaired	1,236	1,259	1,347	1,268	1,287
Visually Impaired	15	16	20	17	14
Health Impaired	228	208	152	121	106
Hard of Hearing	106	119	107	114	117
Deaf	41	37	39	39	44
Deaf-Blind	1	2	1	2	2
Multi-handicapped	239	241	229	220	207
Developmental Delayed	344	293	274	235	267
Traumatic Brain Injury	36	39	28	25	20
Autism	93	82	53	36	28
Gifted	2,089	2,270	2,247	1,960	2,072

Table 6

Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	Number of Students				
	98-99	97-98	96-97	95-96	94-95
Bilingual					
"A" or "B" (Totally or Dominant Non-English)	3,053	2,731	3,418	2,165	2,300
"C" (Low Achievers)	545	602	409	328	451
Migrant Eligible Students (Actually receiving service)	617	545	540	350	227
Title I/Chapter I Students					
Targeted Assistance Schools	486	386	327	924	933
Schoolwide Programs	6,252	5,415	4,475	2,513	1,029
Homeless Program	1,495	1,058	1,073	1,102	1,048
Neglected and Delinquent	199	198	222	120	197
Indian Education Tutoring/ Counseling Students	2,815*	1,908	2,121	2,029	2,212

* data not available from Mears and Central

The Bilingual and Title I programs deserve special note. More and more students come to Anchorage who are new to the United States or have limited proficiency in English. This places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content. The increase in Title I and Migrant numbers reflects increasing summer school and other additions to the programs as well as the number of schools with substantial numbers of students below the poverty level.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs. To accommodate this diversity, the District's program must be both flexible and varied in program offerings.

Part II of this document profiles individual schools. The diversity in school demographics suggests that the process of providing a good education for each child must take into account the differences in demographics that exist among the various Anchorage communities. The task of reaching the school board goal of academic excellence for all is a harder task in those schools that have much higher rates of poverty and student mobility.

Question: How did Anchorage students do on the norm referenced tests administered at the end of March of 1999?

Answer: Norm referenced tests are powerful tools for assessing group performance over time. They allow a comparison of student performance against a national population. They allow the comparison of group and individual growth over time. Anchorage Students in grades 3 through 11 have taken the California Achievement Test each spring for the past four years.

Reading, Language Arts, and Mathematics composite scores are key indicators of student status. The Anchorage average scores in all three areas are well above the national average of the 50th percentile. More than 93% of Anchorage students took these CAT tests last year.

Reading is basic to success in all educational areas and includes both vocabulary and comprehension. Anchorage scores range from the 59th percentile at grade 11 to the 62nd percentile at grades 7 and 10.

Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 53rd percentile at grade three to the 68th percentile at grade five.

Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 60th percentile at grade 3, to the 68th percentile at grade 9.

Discussion: Table 7 shows that most Anchorage students are tested. Strict new Federal requirements have been put into place to assure that schools do not exclude special education and bilingual students from State and district-wide assessments. The regulations require that there be an accounting of all students, that students who may be tested with accommodations be provided accommodations, and that students that are not capable of taking tests even with accommodations be provided with alternative assessments. High schools have higher numbers of students that do not complete make-up tests when they are absent on the primary testing days.

The percentage of students tested in Anchorage has increased as fewer students are excluded. The Assessment Department and Special Education Department are active in working with the State Department of Education on the regulations and alternative assessments that will be required with State Benchmark Tests and the High School Graduation Qualifying Exam. Under current regulations special education students who are unable to pass the High School Graduation Qualifying Exam must be denied a diploma.

Table 8 shows that average performance of students in grades 3 through 11 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. More than 92 percent of the students were tested. The scores represent a valid cross-section of English speaking students in the regular education program. Scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores range from the 60th percentile to the 67th percentile.

Table 9 shows the average scores on the two sections of the CAT test that are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and, Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students score consistently better than the national average of the 50th percentile on both Vocabulary and Comprehension. Performance on Reading Comprehension ranges from the 58th to the 64th percentile. Vocabulary ranges from the 53rd to 63rd percentile.

Table 10 shows the average scores on the two sections of the CAT test that are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few areas where Anchorage students are below the national average. The Mechanics scores across the grades range from the 47th percentile to the 70th percentiles. Language Expression scores range from the 51st at eleventh grade up to the 64th percentile at grade 5. The Language Arts total scores range from the 53rd to the 66th percentile.

Table 11 shows the average scores on the two sections of the CAT test which are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examine concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and then apply them to information presented through a story problem or table. Anchorage students are above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 52nd to the 66th percentile. The Math Concepts and Applications scores range from the 60th to the 74th percentile. Concepts and Applications scores are slightly higher than Computation scores reflecting the Anchorage emphasis on problem solving and application across the curriculum. The Total Math scores are at or above the 60th percentile at every grade. The Total Math scores range from the 60th to the 68th percentile.

This is the fourth year that all students in grades 3 through 11 have taken CAT tests in Science, Social Studies, Spelling, and Study Skills. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The spelling test calls on students to identify common words that are correctly or incorrectly spelled. Anchorage students may not have been exposed to some of the factual information included on these tests and they may not match our common modes of instruction. However, the item by item analysis of the tests done by teachers at the time of the CAT test adoption indicated that our students should have generally mastered the skills needed to do well on these tests.

Tables 16 and 17 present the CAT Science and Social Studies information along with past scores for samples of students who were tested on similar ITBS/TAP tests in 1994-1995. Anchorage performance is well above the national average at all grades on both tests. Science scores ranged from the 51st to the 79th percentile with performance above the 60th percentile in seven of the nine grades tested. Social Studies performance ranged from the 58th to the 66th percentile with performance at or above the 60th percentile in five of the nine grades tested.

Science and Social Studies scores are notably higher at some grades and lower at others. These differences may be attributed to differences in test content and match with our unique Anchorage curriculum. Overall, the Science and Social Studies scores in Anchorage continue to be well above the national average even if the national tests in these areas are not a perfect fit with what we are teaching.

Tables 18 and 19 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50 they range from the 46th to the 54th percentile. Scores are at or above the national average at six of the nine grades tested. Spelling continues to be the area of lowest Anchorage performance on the CAT tests and scores declined slightly at six grade levels when compared last.

In Word Analysis, Grade 3 students scored at the 52nd percentile. Study skills scores range from the 50th percentile to the 66th percentile. Study Skills scores are above national average in seven of the eight grades tested and at or above the 60th percentile in four of the grades.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Overall, CAT test scores are strong and reflect the academic excellence of the programs that serve our large and diverse community.

Table 7

Anchorage School District
Percent Tested by Grade
Number Bilingual, Special Ed., and Other Excluded by Grade
March 1999

Grade	March 30 Enrollment	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other Excluded
3	4064	3854	95	28	102	80
4	3913	3736	95	28	110	56
5	4021	3822	95	20	81	112
6	3702	3544	96	19	72	93
7	3890	3733	96	10	57	185
8	3576	3449	96	22	42	85
9	3420	3217	94	25	31	163
10	3148	2901	92	5	16	236
11	3005	2570	86	16	40	312

Table 8

Percentile Rank Scores and Number of Students Tested California Achievement Test Survey Battery 5 (CAT) Spring 1999

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Percentile	61	53	60	60
	Number Tested	3,801	3,796	3,793	3,749
4	Percentile	60	59	65	62
	Number Tested	3,690	3,686	3,689	3,646
5	Percentile	61	68	64	67
	Number Tested	3,790	3,795	3,776	3,754
6	Percentile	60	66	68	66
	Number Tested	3,524	3,514	3,514	3,491
7	Percentile	62	60	64	64
	Number Tested	3,687	3,684	3,681	3,626
8	Percentile	65	59	64	65
	Number Tested	3,410	3,395	3,366	3,315
9	Percentile	60	59	68	65
	Number Tested	3,185	3,193	3,190	3,161
10	Percentile	62	56	65	64
	Number Tested	2,863	2,866	2,871	2,827
11	Percentile	59	53	65	61
	Number Tested	2,526	2,515	2,531	2,487

Table 9

Anchorage School District
Breakdown of CAT Percentile Reading Scores
by Sub-test Area – Spring 1999

Grade Level		Vocabulary	Reading Comprehension	Reading Total
3	Percentile	59	61	61
	Number Tested	3,817	3,809	3,801
4	Percentile	60	58	60
	Number Tested	3,696	3,701	3,690
5	Percentile	58	60	61
	Number Tested	3,794	3,797	3,790
6	Percentile	53	63	60
	Number Tested	3,528	3,525	3,524
7	Percentile	58	64	62
	Number Tested	3,689	3,689	3,687
8	Percentile	63	64	65
	Number Tested	3,418	3,413	3,410
9	Percentile	53	63	60
	Number Tested	3,188	3,192	3,185
10	Percentile	57	63	62
	Number Tested	2,868	2,866	2,863
11	Percentile	57	60	59
	Number Tested	2,532	2,530	2,526

Table 10

Anchorage School District
Breakdown of CAT Percentile Language Arts Scores by Sub-test Area – Spring 1999

Grade Level		Language Mechanics	Language Expression	Language Total
3	Percentile	47	58	53
	Number Tested	3,813	3,806	3,796
4	Percentile	58	58	59
	Number Tested	3,692	3,693	3,686
5	Percentile	70	64	68
	Number Tested	3,801	3,798	3,795
6	Percentile	68	62	66
	Number Tested	3,516	3,519	3,514
7	Percentile	66	53	60
	Number Tested	3,691	3,687	3,684
8	Percentile	62	55	59
	Number Tested	3,403	3,402	3,395
9	Percentile	59	58	59
	Number Tested	3,198	3,198	3,193
10	Percentile	57	54	56
	Number Tested	2,878	2,873	2,866
11	Percentile	55	51	53
	Number Tested	2,535	2,522	2,515

Table 11

Anchorage School District
Breakdown of CAT Percentile Mathematics Scores by Sub-test Area – Spring 1999

Grade Level		Math Computation	Math Concepts and Applications	Math Total
3	Percentile	58	60	60
	Number Tested	3,823	3,805	3,793
4	Percentile	62	65	65
	Number Tested	3,706	3,696	3,689
5	Percentile	57	67	64
	Number Tested	3,790	3,784	3,774
6	Percentile	66	70	68
	Number Tested	3,523	3,522	3,514
7	Percentile	61	65	64
	Number Tested	3,684	3,683	3,681
8	Percentile	52	74	64
	Number Tested	3,372	3,374	3,366
9	Percentile	63	71	68
	Number Tested	3,197	3,191	3,190
10	Percentile	60	70	65
	Number Tested	2,874	2,872	2,871
11	Percentile	60	67	65
	Number Tested	2,533	2,534	2,531

Table 12

Quartile Distribution of Students' Individual Performances CAT – Spring 1999

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Quartile 4	38.0	31.0	40.1	36.6
	Quartiles 2 and 3	40.3	43.6	41.6	42.0
	Quartile 1	21.8	25.4	18.4	21.5
4	Quartile 4	32.1	33.3	41.0	35.8
	Quartiles 2 and 3	49.9	48.9	41.0	47.0
	Quartile 1	17.9	17.8	18.1	17.2
5	Quartile 4	37.3	42.6	40.0	41.9
	Quartiles 2 and 3	44.6	43.2	43.8	43.0
	Quartile 1	18.1	14.2	16.2	15.1
6	Quartile 4	31.9	40.7	45.6	40.7
	Quartiles 2 and 3	49.0	45.5	40.4	43.9
	Quartile 1	19.2	13.7	14.0	15.4
7	Quartile 4	34.4	33.7	37.8	37.0
	Quartiles 2 and 3	50.3	48.6	48.5	47.4
	Quartile 1	15.4	17.7	13.7	15.6
8	Quartile 4	37.7	31.6	35.8	37.9
	Quartiles 2 and 3	48.5	51.5	48.8	48.4
	Quartile 1	13.8	16.9	15.4	13.6
9	Quartile 4	34.1	34.1	42.4	39.9
	Quartiles 2 and 3	47.6	48.6	47.2	46.1
	Quartile 1	18.3	17.3	10.4	14.0
10	Quartile 4	37.0	30.5	40.3	40.2
	Quartiles 2 and 3	45.6	48.8	46.6	44.4
	Quartile 1	17.4	20.7	130	15.4
11	Quartile 4	34.7	25.8	39.8	36.6
	Quartiles 2 and 3	46.4	53.2	44.6	44.8
	Quartile 1	18.8	21.0	15.6	18.7

Table 13

Five-Year History
Percentile Rank Scores
ITBS and TAP Reading Comprehension -- Spring 1995 -- Grades 4, 6, 8, and 11
CAT Total Reading -- Spring 1996 through Spring 1999 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	61	58	60	63	64	64	63	63	59
	Number Tested	3,801	3,690	3,790	3,524	3,687	3,410	3,185	2,863	2,526
1997-98	Percentile	61	63	62	60	64	64	60	64	58
	Number Tested	3,610	3,785	3,455	3,574	3,533	3,243	2,971	2,818	2,499
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344
1995-96	Percentile	63	64	63	61	64	63	60	66	58
	Number Tested	3,490	3,551	3,588	3,384	3,208	3,171	2,607	2,263	1,996
1994-95	Percentile	-	54	-	58	-	59	-	-	61
	Number Tested	-	3,630	-	3,389	-	3,081	-	-	2,242

Table 14

Five-Year History
Percentile Rank Scores
ITBS Total Language Arts -- Spring 1995 -- Grades 4, 6, and 8
CAT Total Language Arts -- Spring 1996 through Spring 1999 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	53	59	68	66	60	59	59	56	53
	Number Tested	3,796	3,686	3,795	3,514	3,684	3,395	3,193	2,866	2,515
1997-98	Percentile	52	63	70	65	62	59	59	58	53
	Number Tested	3,598	3,769	3,434	3,574	3,525	3,228	2,953	2,798	2,481
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348
1995-96	Percentile	51	56	66	63	57	55	55	57	53
	Number Tested	3,496	3,554	3,596	3,382	3,218	3,167	3,036	2,618	2,295
1994-95	Percentile	-	54	-	57	-	62	-	-	-
	Number Tested	-	3,576	-	3,328	-	3,072	-	-	-

Table 15

Five-Year History
Percentile Rank Scores
ITBS Mathematics Total & TAP Mathematics – Spring 1995 – Grades 4, 6, & 8
CAT Total Mathematics – Spring 1996 through Spring 1999– Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	60	65	64	68	64	64	68	65	65
	Number Tested	3,793	3,689	3,776	3,514	3,681	3,366	3,190	2,871	2,531
1997-98	Percentile	61	67	65	67	65	63	68	67	64
	Number Tested	3,617	3,789	3,431	3,574	3,520	3,241	2,968	2,840	2,502
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346
1995-96	Percentile	62	62	61	67	64	62	66	66	63
	Number Tested	3,500	3,585	3,581	3,381	3,199	3,154	3,042	2,615	2,319
1994-95	Percentile	-	61	-	62	-	59	-	-	62
	Number Tested	-	3,634	-	3,389	-	3,098	-	-	2,260

Table 16

Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Science – Spring 1995
CAT Science – Spring 1996 through Spring 1999– Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	60	61	51	55	64	79	67	67	60
	Number Tested	3,803	3,685	3,782	3,512	3,686	3,371	3,182	2,874	2,536
1997-98	Percentile	59	64	63	55	66	79	66	69	57
	Number Tested	3,610	3,779	3,433	3,562	3,533	3,241	2,975	2,826	2,492
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	5,354	3,061	3,050	2,863	2,318
1995-96	Percentile	59	62	53	56	64	76	68	69	56
	Number Tested	3,484	3,565	3,548	3,377	3,208	3,165	3,044	2,622	2,327
1994-95	Percentile	72	-	-	76	72	70	-	-	-
	Number Tested	782	-	-	696	1,428	1,724	-	-	-

Table 17

Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Social Studies – Spring 1995
CAT Social Studies – Spring 1996 through Spring 1999– Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	59	57	64	59	66	64	66	62	58
	Number Tested	3,798	3,679	3,780	3,508	3,681	3,375	3,181	2,866	2,523
1997-98	Percentile	58	60	66	59	67	64	67	64	58
	Number Tested	3,612	3,762	3,435	3,565	3,522	3,241	2,973	2,825	2,490
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313
1995-96	Percentile	60	57	66	60	64	61	67	65	60
	Number Tested	3,471	3,563	3,544	3,370	3,189	3,165	3,039	2,619	2,324
1994-95	Percentile	54	-	-	65	60	61	-	-	-
	Number Tested	656	-	-	719	1,190	169	-	-	-

Table 18
Four-Year History
Percentile Rank Scores
CAT Spelling – Spring 1996 through Spring 1999 – Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	51	54	52	50	50	49	52	49	46
	Number Tested	3,810	3,699	3,802	3,527	3,695	3,408	3,196	2,874	2,535
1997-98	Percentile	50	57	54	52	50	47	51	52	47
	Number Tested	3,628	3,787	3,454	3,589	3,539	3,235	2,982	2,835	2,513
1996-97	Percentile	52	58	54	51	50	49	52	50	46
	Number Tested	3,764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349
1995-96	Percentile	49	54	53	51	47	48	51	53	44
	Number Tested	3,500	3,572	3,601	3,389	3,224	3,176	3,038	2,627	2,299

Table 19
Four-Year History
Percentile Rank Scores
CAT Word Analysis – Spring 1996 through Spring 1999-- Grade 3
CAT Study Skills – Spring 1996 through Spring 1999 – Grades 4 through 11

Year	Data Type	Gr3*	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	52	66	60	63	58	50	60	53	52
	Number Tested	3,826	3,685	3,782	3,514	3,685	3,380	3,188	2,875	2,533
1997-98	Percentile	52	68	61	63	60	50	60	55	52
	Number Tested	3,626	3,779	3,437	3,563	3,529	3,251	2,976	2,828	2,494
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325
1995-96	Percentile	51	67	62	61	56	46	60	54	51
	Number Tested	3,500	3,569	3,584	3,378	3,214	3,155	3,045	2,627	2,325

*Word Analysis

Question: How well did the Anchorage School District meet School Board goals for 1998-99?

Answer: The Anchorage School District did not do as well in meeting School Board goals related to academic achievement as in 1998-99.

- Between 828 and 1164 grade 3 students had CAT Total Reading scores low enough to question their ability to be independent readers.
- Students did not demonstrate increased success at increasing grade levels in Language Arts, writing, and spelling. Students did have a gain in overall Mathematics reflecting continued growth in math problem solving and computation skills.
- Students did not attain the goal of a three percentile point gain in spelling.

Discussion: The Anchorage School District's Mission and Goals for 1998-99:

The mission of the Anchorage School District is to educate students for success in life.

Goals:

- *Increase **academic excellence** by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.*
- *Establish a **supportive learning environment** by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.*
- *Ensure **public accountability** by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.*

We, the Anchorage School Board, Superintendent, and District staff commit that:

- *all students will acquire basic reading skills and strategies to read independently by the end of the third grade.**
- *all students will show measurable success and increased achievement at each successive grade level in math, reading, and writing conventions including spelling.**
- *Student performance standards will be adapted in the areas of reading, mathematics and Language Arts.*

We, the Anchorage School Board, Superintendent and District staff will focus on:

- *Preparing students to pass the State required high school graduation examination.*
- *Increasing student achievement in spelling will be increased by three percentile points as measured by the national standardized test at each grade level while maintaining or improving in all other areas.**
- *Increasing parental and community awareness of the critical role families play in the academic success of students.*
- *Creating positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels..*

District accomplishment of the majority of the non-academic achievement goals and major goal activities in all areas were reported in the "1998-99 Goals Accomplishments" report distributed by the Superintendent in July, 1999. A copy of this is available in the Superintendent's Office, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2450.

*The goals that are marked with asterisks are capable of being directly evaluated through analysis of student performance on the CAT/5 and the Independent Reader Exam. That analysis is presented in the paragraphs which follow.

Analysis of the third grade reading performance indicates that 69 percent of the third grade students attained scores at or above the 40th percentile on the CAT reading test.

Other score points could be used as a cut off score to define independent reading. If the 25th percentile was adopted as the minimum score required to demonstrate independent reading performance rather than the 40th, 79 percent of the third graders would meet or exceeded this criterion. At either the 40th or 25th percentile, the majority of Anchorage students have attained independent reader status by the end of third grade.

Even with this high percentage of success, many students may require concerted efforts to improve their reading skills. The CAT scores suggest that as many as 1,200 students have not met the goal of being independent readers by the end of grade three. This is consistent with the findings of the new Anchorage Independent Reader Assessment.

The new Anchorage Independent Reader Assessment goes beyond the content of the CAT test to include both an active assessment of the student by the classroom teacher and exam questions keyed directly to the Anchorage K-3 Benchmarks. When teachers assessed their own students relative to the District standards, they found that 41% of students were not meeting standards – about 1,400 students. When teacher assessments are added to the Independent Reader Exam scores, the number not meeting the board goal is in the 30% to 40% range, between 1,000 and 1,400 students. A extended discussion of the Independent Reader Exam is provided later in this document.

It is clear that a substantial number of students are not attaining the School Board Goal of having every student an independent reader by the end of grade 3. Students that have benefited from the emphasis on Reading at lower grades will reach grade 3 in 1999-2000. It is hoped that this effort will pay off with increased performance in reading for next year's third graders.

Tables 20 through 25, show average performance for all students measured in Reading, Language Arts, and Mathematics and for those students who continued from 1997-98 to 1998-99. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. In the area of reading, three of nine grade levels posted identical mean scores, four declined and two gained. Across the grade levels there was a decline of one point (see table 20). If scores of students who were measured both years are compared, three groups posted gains, three posted declines, and two posted no increase. Overall, there was a decline of one.

Table 22 and 23 show Language Arts performance. Gains were posted for three grade levels with four declines, two no change, and overall a one percentile point decline. If continuing student scores are examined, (see table 23) gains were posted by two grades, one no change and declines were posted for five. The overall comparison was no change.

Examination of average scores posted in mathematics shows three gains, one no change, and five declines when the data in table 24 is examined. There was no change in the overall math average. When graduating class groups are examined (see table 25) the scores show three gains, and five declines. An overall modest gain of one percentile point was posted for continuing students.

These tables indicate that in Mathematics the School Board goal for growth was achieved. However the goal of progress for all students in Reading and Language Arts was not achieved.

Table 20
Comparison of Percentile Rank of Reading Mean NCE
All Students Tested
Grade for 1997-98 and 1998-98

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,610	61	3,801	61
Fourth	3,785	63	3,690	60
Fifth	3,455	62	3,790	61
Sixth	3,574	60	3,524	60
Seventh	3,533	64	3,687	62
Eighth	3,243	64	3,410	65
Ninth	2,971	60	3,185	60
Tenth	2,818	64	2,863	62
Eleventh	2,499	58	2,526	59
Combined	29,488	62	30,476	61

Table 21
Comparison of Percentile Rank of Reading Mean NCE by Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,129	3	4	62	62
3,280	4	5	64	63
3,021	5	6	63	62
3,134	6	7	61	64
2,939	7	8	66	67
2,665	8	9	66	62
2,435	9	10	62	64
2,132	10	11	68	61
22,735			64	63

Table 22
Comparison of Percentile Rank of Language Arts Mean NCE by
All Students Tested
Grade for 1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,598	52	3,796	53
Fourth	3,769	63	3,686	59
Fifth	3,434	70	3,795	68
Sixth	3,574	65	3,514	66
Seventh	3,525	62	3,684	60
Eighth	3,228	50	3,395	59
Ninth	2,953	59	3,193	59
Tenth	2,798	58	2,866	56
Eleventh	2,481	53	2,515	53
Combined	29,360	61	30,444	60

Table 23
Comparison of Percentile Rank of Language Arts Mean NCE by Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,121	3	4	53	61
3,270	4	5	64	70
3,005	5	6	71	68
3,131	6	7	66	62
2,915	7	8	64	61
2,663	8	9	61	61
2,438	9	10	61	58
2,124	10	11	63	55
22,667			63	63

Table 24
Comparison of Percentile Rank of Mathematics Mean NCE by All Students Tested Grade for 1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,617	61	3,793	60
Fourth	3,789	67	3,689	65
Fifth	3,431	65	3,776	64
Sixth	3,574	67	3,514	68
Seventh	3,520	65	3,681	64
Eighth	3,241	63	3,366	64
Ninth	2,968	68	3,190	68
Tenth	2,840	67	2,871	65
Eleventh	2,502	64	2,531	65
Combined	29,482	65	30,411	65

Table 25
Comparison of Percentile Rank of Mathematics Mean NCE by Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,136	3	4	62	67
3,270	4	5	68	66
2,994	5	6	66	71
3,128	6	7	68	67
2,890	7	8	67	66
2,675	8	9	66	70
2,444	9	10	71	68
2,152	10	11	70	67
22,689			67	68

- *The cross-grade level spelling "Percentile Rank Score" will be increased by three percentile points while maintaining or improving in all other areas.*

The third academic goal for the District related to CAT test achievements was in the area of spelling. The goal was a three percentile gain across all grade levels.

Two tables are presented. One provides spelling data for all students tested. The second provides the average scores of the students assessed both in 1997-98 and 1998-99. Table 26 shows that three grade levels posted gains, two no change, and five declined. Overall, there was no gain in spelling.

Table 27 shows data for students who were tested twice. Two grades posted gains but declines were observed in six grades. The overall or combined score in 1997-98 was 53rd percentile with the 1998-99 score being 52nd percentile for continuing students. Spelling scores declined for continuing students.

While the spelling performance of the Anchorage School District remains close to the national average. It is disappointing that the spelling scores are below scores in other areas and that the School Board goal of improved performance in spelling was not met. It is hoped that the efforts to improve student writing and editing will have a positive effect on the editing skills measured by the CAT spelling test.

Table 26
Comparison of Percentile Rank of Spelling Mean NCE by Grade for All Students Tested
1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,628	50	3,810	51
Fourth	3,787	57	3,699	54
Fifth	3,454	54	3,802	52
Sixth	3,589	52	3,527	50
Seventh	3,539	50	3,695	50
Eighth	3,235	47	3,408	49
Ninth	2,982	51	3,196	52
Tenth	2,835	52	2,874	49
Eleventh	2,513	47	2,535	46
Combined	29,562	51	30,546	51

Table 27
Comparison of Percentile Rank of Spelling Mean NCE by Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,155	3	4	51	56
3,287	4	5	58	54
3,026	5	6	55	52
3,151	6	7	52	51
2,935	7	8	52	51
2,668	8	9	49	54
2,450	9	10	53	50
2,145	10	11	55	49
22,817			53	52

Question: How did Anchorage students do on local assessments?

Answer: Local assessments are keyed to Anchorage standards and call for student success on our own approved Anchorage curriculum. Tests are made to directly reflect what is taught in our classrooms and to be consistent with the textbooks and instructional techniques that are used in the District. Scoring is done relative to a absolute standard that calls for mastery of specific knowledge and skills rather than performance relative to the average performance of a national sample of students.

Performance is positive but could be stronger in some specific content areas. Assessment results raise questions as to the coverage of the approved curriculum in some schools.

- Performance on the new ASD Independent Reader Assessment prototype suggests that it will take substantial effort to meet the Anchorage School Board Goal to have every child an independent reader by the end of grade three. As many as 41% of grade 3 students may not be independent readers when judged by ASD standards.
- Performance on the grade 4 integrated social studies and language art exam is improved in almost every area. Over **70%** meet or exceed expectations in reading and over **60%** meet or exceed expectations in writing. There is still a need to work on listening and map making skills.
- Performance on the grade six pre-algebra assessment indicates substantial differences in the proportion of students at various schools able to demonstrate the entry level skills needed for pre-algebra. Individual school performance ranged from 0% to more than **45%** of students recommended for pre-algebra.
- Performance on the new grade 8 Social Studies exam is strong overall but suggests that Law Related Education and some other specific elements of the curriculum are not being given the same emphasis at all schools.
- Performance on the new grade 8 Science exam is strong in some areas and weaker in other. It shows that Chemistry may not be covered at all schools. The Performance Assessment element of the Science exam is still to be developed.

The Anchorage School District has used Criterion Referenced Tests (CRT) and Performance Assessments (PA) for evaluating the success of students on elements of the Anchorage Curriculum since the 1970s. CRT/PAs have been part of the Districtwide Student Assessment program to improve on the quality of achievement information available from national norm referenced tests. This has been of particular importance in critical areas that are not measured well on norm referenced tests because they require demonstrations of skill (writing) or because of the desire to see how students perform on our specific ASD approved curriculum (science, social studies). The tests of student mastery differ from national norm referenced tests in that they are specific to Anchorage and demand high levels of performance to achieve mastery.

Writing Assessment has been included as a District assessment for the last fifteen years. The State writing assessment program was discontinued two years ago and local writing assessment was reinstituted. Writing assessment results are reported elsewhere in this document.

Current ASD Assessments that are included in this section of the report:

- Grade 3 Independent Reader Assessment,
- Grade 4 Jamestown Integrated Language Arts and Social Studies Assessments,
- Grade 6 Pre-Algebra Placement Assessment,
- Grade 8 Social Studies CRT (Revised for 1998-99),
- Grade 8 Science CRT.

Discussion: Assessments are discussed in order and information is provided on the validity and reliability of the new and revised exams developed for 1998-99.

Question: How many third grade students were rated as independent readers by teachers? Teachers were given the opportunity to rate their students as independent readers (or *not* independent readers). Various information sources were available to teachers to permit them to make a decision about each child: results from IRA, observations of reading performance, and attitudes about reading throughout the school year. Table 28 indicates the number of students rated as "independent" or "not independent" based on a teacher's judgement and using ASD's K-3 Reading Benchmarks and Continuum.

Table 28
Number of students rated as independent readers, Spring 1999

Rating	No.	%
Independent	2150	59
Not Independent	1467	41
Total Rated	3617	

IRA Scores

Question: What are the overall scores for the IRA for Spring, 1999? Overall mean scores for all 3rd grade students who participated in the IRA as listed in Table 29:

Table 29
Mean Scores for IRA

Testlet Name	Mean Score	No.	S.D
Earthquake	67	3489	23
Owl Moon	71	3480	21
Eskimo Boy	60	3467	20
Northwest Items	81	3527	23
(Optional) Aurora	56	1758	31

As can been noted in Table 29 a majority of 3rd graders completed the IRA, with average percent correct scores ranging from a low of 56% on the optional Aurora testlet to 81% on Northwest Items. These scores are roughly constant to those of 4th graders in the Spring, 1999 pilot study. See Table 30 below for a comparison.

Table 30
Comparison of Mean Scores for IRA, 1999 4th Grade Pilot Study vs. 1999 Third Grade Students

Testlet Name	Mean Score, 3rd Grade	Mean Score, 4th Gr. Pilot
Earthquake	67	72
Owl Moon	71	75
Eskimo Boy	60	62
Northwest Items	81	76
(Optional) Aurora	56	62

Mid-year 4th graders scored similarly to 3rd grade students.

Question: Are there differences between mode of administration of the IRA, that is "paper" (print) mode compared with "electronic" mode? Note that each mode of administration contained the same number of items, presented in the same sequence, with the same wording, and identical pictures. Table 31 provides a breakdown of scores, based on delivery mode (print vs. computer).

Table 31
Comparison of Electronic Vs. Paper Administration

Testlet Name	Delivery Mode	Mean	Overall Mean	No.
Earthquake	Paper	70	67	1881
	Electronic	64		1608
Owl Moon	Paper	76	71	1883
	Electronic	66		1597
Eskimo Boy	Paper	63	60	1895
	Electronic	57		1572
Northwest Items	Paper	82	81	1846
	Electronic	79		1681
(Optional) Aurora	Paper	54	56	947
	Electronic	57		811

Note: differences between groups are statistically significant for all subtests listed above.

Table 4 shows that there are differences in group performance, based on mode of delivery. It should be noted that principals and classroom teachers selected the administrative mode. In other words, teachers or principals (or both) chose whether a class or school would use the print or electronic version. Therefore, it shouldn't be surprising that composite group performance is not homogenous. In contrast, when assignment to paper or electronic modes was made randomly in the Spring, 1999 Pilot Study there were no differences between average scores for regular subtests based on delivery mode. The Pilot Study showed that for the four mandatory testlets the composite mean for the paper group was the same (statistically) as the electronic group composite mean score.

Question: Do teachers rate students differently depending on which mode of administration (computer vs. print) is used?

Table 32
Comparison of teacher ratings of independence based on delivery mode

Rating	Delivery Mode	No.	%
Independent	Paper	1190	65
Not Independent	Paper	648	35
Independent	Electronic	960	54
Not Independent	Electronic	819	46
Total		3617	

As Table 32 indicates there may be a difference in the way teachers rate students depending on whether teachers use paper or electronic delivery modes. Once again, it should be noted that assignment to either electronic or paper groups was voluntary, or "self-selected". Therefore, to note differences in the way students are rated (based on delivery mode) is not unexpected.

Question: Does the IRA measure reading ability? How does the CAT 5 Total Reading Score correlate with combined scores on IRA tests?

There is a .72 correlation when comparing 1998-99 CAT 5 Total Reading score with a child's mean IRA score (n = 3450). This helps to suggest that the IRA is a valid test of reading; i.e. that a student's score on the IRA is related to their score on CAT 5 Reading subtests. A positive correlation between IRA and CAT Total Reading was expected because of results of the Spring 1999 trial study. In the Spring 1999 Pilot Study a similar correlation (.68) was noted between IRA score and CAT 5 Total Reading.

The .72 correlation also reflects the fact that the assessments are not the same. The Independent Reader Assessment is keyed to Anchorage School District K-3 Language Arts Benchmarks so there is a greater emphasis on making use of information to draw conclusions. The difference in emphasis on analytic thinking reflects the focus of the Anchorage curriculum.

Question: What does this implementation of the IRA via computer suggest about future intranet based assessments?

In order to start the IRA system teachers only need to log on through a web browser (Netscape or Explorer) with a short password. At that point the system "recognizes" them and displays their class list, permitting the teacher to set up an testlet for students in a secure environment. Only a web browser is needed at the schools, so Assessment & Evaluation staff do not have to visit, configure, and arrange for IRA use at individual school sites. A school computer merely needs a web browser. Distribution of materials to schools, scanning and reporting are simplified or reduced because a student or teacher enters data directly through a web browser.

In a technical sense the Spring 1999 IRA computer-based delivery was a success. In spite of an enormous load on the computer system in Assessment & Evaluation there were no computer crashes, technical malfunctions or hardware outages. About 1600 student users accessed the Assessment & Evaluation intranet web server along with about 225 teachers. The total number of file requests and submissions exceeded 140,000. This means that the computer file server recorded more than 140,000 separate instances of providing a testlet to a student, providing reports to teachers, receiving data from testlets, and other activities without any technical problems or errors.

Teachers got practically instant results. They were able to review reports about a individual child's progress as a reader on the IRA as soon as he/she finished. The strength or weakness of the whole class on a reading skill was available as soon as the IRA was administered. Some teachers accessed the teacher tips section that contained strategies for improving reading instruction. In spite of a lack of intensive inservice training about IRA for third grade teachers, most teachers showed that they could use the system with little or no special assistance from Assessment & Evaluation.

It is clear that intranet systems like the IRA offer promise. However more work still needs to be done on the IRA to make it more useful for teachers. We have identified a number of things to work on in 1999-2000 that include: more communication with teachers about using test results to tailor instruction to individual students, more training about the IRA and its reporting features, continued improvement of open-ended response rubrics, and offering teachers the ability to give reading assessments throughout the school year to check on student progress when they see fit. Efforts have started to incorporating new reading passages and assessment items into the corpus of the IRA and to integrate the IRA into the training that the reading teachers are providing to schools.

The ***Grade 4 Jamestown Integrated Social Studies and Language Arts Assessment Unit*** was developed to assess the success of EXCELS! project. The assessment is based on the ASD performance goals in Social Studies and Language arts. The Jamestown Unit is a series of lessons and supplemental materials that introduce students to early European settlement in the United States and the contact of Europeans with Native Americans. The instructional unit becomes the Language Arts and Social Studies curriculum for about a week. The actual length of the unit depends on how much enrichment is done by the individual teacher.

Students do a series of standard performance tasks as part of instruction to demonstrate their level of skill and knowledge. Assessments include listening for details, drawing a map, reading a newspaper, working in a group and drawing conclusions based on the examination of artifacts, and writing an essay. Scoring is done by classroom teachers and a group of trained district scoring using scoring scales (rubrics) and examples that show the quality of work required to meet district standards.

The tasks are ones that all students should master. The expectation is that 70% or more of the students will show performance at or above mastery.

Table 33 shows the student performance for 1997 through 1999. Class groups are randomly chosen to participate to get a cross section of classrooms. Class sizes at participating schools ranged from 11 at Denali Montessori to 26 at Ocean View and Williwaw. The goal was to have about 400 students from 20 class groups participate.

Table 33

Grade 4 Jamestown Integrated Performance Assessment

Area/Year	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Listening				
1997	314	52%	35%	14%
1998	498	28%	66%	6%
1999	298	47%	34%	19%
Map Making				
1997	328	46%	41%	13%
1998	466	46%	43%	11%
1999	313	43%	51%	6%
Reading Comprehension				
1997	328	27%	39%	35%
1998	467	27%	30%	43%
1999	311	26%	32%	42%
Writing Ideas & Content				
1997	327	37%	39%	24%
1998	407	34%	39%	27%
1999	308	40%	41%	19%
Writing Conventions				
1997	328	39%	36%	26%
1998	409	36%	38%	26%
1999	309	28%	41%	31%

There were slight year-to-year changes in scoring protocols between 1997 and 1998 that may have affected Map Making Scores. The independent raters that participated in the Summer scoring for 1999 recommended that the Map Making exercise be changed so that students would clearly understand that one of the requirements is to label the map. Some of the summer scoring group were concerned about the substantial differences they found between classes that they felt might be due to differences in instruction rather than differences in student ability.

There was fair agreement between classroom teachers and trained scorers on their rating of students. Teachers gave slightly higher scores in most areas than District trained raters: Listening (3.0 vs. 2.6), Map Making (2.9 vs. 2.5), Reading (2.6 vs. 2.3), and Writing (5.9 vs. 5.8.). However, the overall scores of teachers and trained raters correlated beyond .7 showing substantial agreement as to which students were high and low performers.

There was, however, a consistent pattern of classroom teachers giving slightly higher scores than trained raters. This was most notable in the area of Map Making. When school-by-school results were compared, there were greater differences between teachers and trained raters in the lower scoring schools with teachers giving notably higher scores. This suggests that the teachers in the lower scoring schools may expect less of students or, at least, give higher marks for work of lower quality than teachers at higher scoring schools. More work may need to be done to expose teachers to the quality of work expected of students to meet District standards.

More work needs to be done in development of student listening and map making skills.

Results in the writing area were mixed. Writing Conventions – spelling and grammar – improved. Writing Ideas and Content declined slightly.

The writing assignment calls on students to make a generalization from what they have learned about Jamestown and select an item from our current times that would benefit the people of Jamestown. Students then write about the item and describe how it would make life better in colonial Jamestown.

Generalizations from classroom lessons to their own lives is a basic element in early grades instruction in history and a difficult task for young students. This is an area that may need reinforcement. (See National Standards in History of Grades K-4, National Center for History in the Schools, UCLA. p. 7).

In 1999, the number of participating students and classrooms was below that desired to have a representative sample for the District. This was due in part to the refusal of Birchwood and Chugiak elementary schools to participate in the integrated language arts and social studies assessment.

Grade 6 Pre-Algebra Assessment

There was a notable increase in the proportion of students recommended for pre-algebra over the prior year. The most notable increases were in the schools that feed Wendler, Goldenview and Mirror Lake. The number of students recommended for placement at Mirror Lake almost doubled.

Unlike other Assessment and Evaluation Department criterion referenced tests, the grade 6 Pre-Algebra Assessment is not designed to survey the most important skills in the curriculum that all students are expected to master. The Pre-Algebra assessment is keyed to the curriculum but is designed to measure the areas that are most important for success in pre-algebra. The test is weighted in favor of analytical and mathematical reasoning skills over simple computation.

The grade 6 Pre-Algebra Placement exam was developed by teachers familiar with the ASD curriculum and the skills needed for success in pre-algebra. Curriculum and Evaluation staff worked with teachers to refine the test and set reasonable "cut" scores based on a large scale student trial.

Tests, pre-printed answer sheets, and administration instructions were provided to the principal at each school with 6th grade students. Schools were asked to test students on one day and return completed materials promptly to provide adequate test security. More than 3,300 students were tested. Classroom and school level reports on individual student success were provided to each school. Middle level schools were provided with reports of scores for their incoming students as well as CAT math scores to assist in student placements.

District level summary reports were provided to principals and the Math Curriculum Coordinator. An item by item analysis of school and student performance was also provided to the Math Curriculum Coordinator to allow an examination of the extent to which higher order skills are being covered by teachers.

Students who scored high on the test were recommended for pre-algebra. Students who were above or below the identified "cut" score but within the range of scores where classification should not be made on the basis of the test score alone where put into a "review" category. Students who were low on the test

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were recommended for Math 7. Table 34 provides a summary of the overall recommendations made for grade 6 students.

Actual assignment to pre-algebra is made by middle school counselors. Assignment is based on multiple criteria. Counselors are asked to consider the student CAT math score, the Pre-Algebra Placement score, and the recommendation of the classroom teacher. A teacher recommendation and high marks on either of the two tests should be enough to allow an assignment to a grade 7 pre-algebra class.

Table 34

Pre-Algebra Qualification Examination
Grade 6
Spring 1999

	Students Enrolled	Students Tested or Excused	Percent Tested
Number	3,778	3,361	89%

Recommendation	**Math 7**	**Review**	**Pre-Algebra**
Number	2,009	529	823
Percent	60%	15%	25%

Table 35 indicates the percentage of students recommended for placement for pre-algebra by school. Differences in school averages of less than three points are not notable.

There was a notable increase in the number of students recommended for pre-algebra over the prior of one year. The percentage of students who were recommended ranged from 0% to above 60% at individual elementary schools. From 6% to 41% of incoming students were recommended for placement at various district Middle schools.

Clark Middle School continues to have a significantly lower number of incoming students recommended for placement in pre-algebra based on their demonstrated level of math skills.

Table 35

Pre-Algebra Qualification Examination
Grade 6
Spring 1999

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Average			21	25
Abbott Loop	6	64	18	9
Airport Heights	6	34	17	18
Alpenglow	6	78	22	27
Aurora	6	66	19	11
Baxter	6	70	22	27
Bayshore	6	60	20	15
Bear Valley	6	82	26	57
Birchwood	6	43	19	19
Willard Bowman	6	79	19	18
Campbell	6	68	18	15
Chester Valley	6	45	19	22
Chinook	6	76	17	13
Chugach Optional	6	33	27	61
Chugiak Elem.		No Sixth Grade Students		
College Gate	6	54	18	11
Creekside	6	51	19	16
Denali	6	44	20	27
Eagle River	6	66	20	21
Fairview	6	43	19	23
Fire Lake		No Sixth Grade Students		
Girdwood	6	11	23	27
Government Hill	6	29	17	14
Homestead	6	68	22	28
Huffman	6	40	26	47
Inlet View	6	31	23	32
Kasuun	6	68	20	22
Kennedy	6	18	12	-
Kincaid	6	59	22	32
Klatt	6	63	23	18
Lake Hood	6	63	19	18
Lake Otis	6	48	23	27
Mt. Spurr	6	23	18	13
Mt. View	6	25	12	-
Muldoon	6	42	15	7
North Star	6	41	15	-
Northern Lights	6	48	27	58
Northwood	6	46	23	39
Nunaka Valley	6	42	16	5
Ocean View	6	56	22	25
O'Malley	6	75	26	45
Ptarmigan	6	46	15	4
Rabbit Creek	6	74	23	35
Ravenwood	6	70	27	53
Rogers Park	6	93	27	56
Russian Jack	6	45	12	-

Table 35

Grade 6 Pre-Algebra Qualification Exam
Spring 1999
(Continued)

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Sand Lake	6	77	24	46
Scenic Park	6	87	21	23
Spring Hill	6	71	21	24
Susitna	6	73	22	33
Taku	6	42	20	26
Tudor	6	67	19	13
Turnagain	6	60	21	27
Tyson, William	6	39	13	-
Ursa Major	6	26	22	23
Ursa Minor	6	34	18	9
Williwaw	6	25	15	-
Willow Crest	6	56	18	5
Wonder Park	6	52	15	6
Gladys Wood	6	85	23	35
Middle Schools				
Mirror Lake	6	181	19	16
Multi-Grade				
Polaris	6	43	23	28
Acquarian	6	6	18	17
Family Partnership	6	1	32	1
Village	6	2	33	100
Whaley Center	6	10	8	-
Average			21	25
Next School Averages				
Central	6	284	19	16
Clark	6	322	15	6
Goldenview	6	455	24	41
Gruening	6	149	24	39
Hanshew	6	424	21	22
Mears	6	425	21	27
Mirror Lake	6	315	20	19
Romig	6	297	19	20
Steller/Other	6	59	19	19
Wendler	6	549	21	41
Average Placement			21	25

How did grade 8 students do on the Social Studies CRT?

The *Grade 8 Social Studies CRT* is an end-of-course survey test that covers all of the major areas teachers are expected to cover during the year. The key emphasis in grade 8 Social Studies is to build on student prior knowledge and experience in social studies to develop a more sophisticated understanding of the social sciences as a whole and to be able to recognize and take on the perspectives of social scientists. Course content areas and activities include political science, anthropology, economics, geography, psychology, sociology, and law as well as a unit that introduces early river civilizations.

The Social Studies Coordinator and Middle Level Department Chairs developed a set of specifications for the new test in 1995-96. A draft test was developed which included a set of multiple choice items and a performance assessment. The multiple-choice test takes one class period. The performance assessment takes one additional class period.

Prior to 1996-97 the Grade 8 Social Studies CRT was given to randomly selected groups of students to provide a snap shot of district-wide performance. The majority of Department Chairs indicated that they wanted all students to take the test to assure that the entire scope of the social studies program was being offered at every Middle School. Some Department Chairs raised the concern that the integration of language arts, mathematics, science, and social studies lessons by Middle Level instructional teams might result in a reduction in the coverage of social studies content. Some Chairs were concerned that not all teachers were covering all of the required course content. The multiple-choice test is focused on knowledge of content.

The Exploring the Site performance assessment calls for students to take the perspectives of a number of social scientists relative to artifacts found in different layers of the large Mississipian Civilization mound excavated at Cahokia, Illinois. Students have to write a short statement which shows that they understand the perspective of a historian, economist, and anthropologist. The scoring team in 1998 revised the scoring rubric to require that a student must 1) indicate why the conclusion drawn is consistent with the point of view of the social science and 2) give reasons to support the conclusion that includes a reference to specific evidence from the site.

The 1999 scoring team raised some concerns about the performance assessment. Some saw indications that not all teachers followed the test administration directions for Exploring the Site. They felt that some students did not appear to have an entire class period to do the exercise. Some felt that students were not asked to prepare a draft response and the submit a final response for scoring. Some felt that the assessment indicated that students were not getting enough experience in the critical skills of social studies: analysis of data, taking a point of view, and justifying a position with evidence.

Table 36 is based on a Mastery criteria where students are expected to answer two out of three related items (66%) to show that they have knowledge of an area. If a student has more than 75% of the items in an area correct they have reached a level designated as "Greater than Mastery" in the chart.

Overall, students had a mastery level of 58% on the social studies content sections of the assessment and only 39% when both the content items and the performance assessment are combined.

Law related education stands out as an area where many students demonstrate "Less than Mastery." Examination of the individual school performances indicate that there are notable differences in performance on Law, Sociology, and Psychology. These differences are so great from school to school that content in these areas may not be covered in some classrooms. Geography and Economics items place a heavy reliance on the interpretation of tables and graphs. School differences in these areas appear to be related to difference in skill the interpretation of tables and graphs rather than differences in instruction. Mears, Mirror Lake, and Goldenview did well on the content section of the assessment.

Table 36

Grade 8 Social Studies CRT
Spring 1999

Area	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Political Science	3051	20%	40%	40%
Anthropology	3049	35%	42%	23%
Economics	3050	48%	40%	12%
Geography	3062	44%	28%	28%
Psychology	2984	41%	38%	21%
Sociology	2880	43%	45%	12%
Law	2841	64%	31%	5%
Performance	3062	81%	10%	9%
Total		61%	27%	12%
Total w/out Performance		42%	34%	22%

Reports of overall district and school performance have been made to the Social Studies Curriculum Coordinator and to Department Chairs at each middle school. Curriculum review is an ongoing process and the results of student performance will be examined relative to the content that to be emphasized in grade 8 social studies.

Benchmark and High School Graduation Qualifying examinations require skill similar to those used to respond to the Social Studies CRT in that students will be required to support their answers in writing in both reading and mathematics. As the curriculum changes to reflect this emphasis, we should observe increased performance.

Students did not do quite as well as they did in 1997-98. The results raise some questions about the consistency of grade 8 social studies instruction across the middle schools.

The *Grade 8 Science CRT*

The grade 8 Science CRT places the focus on student knowledge in the four content areas emphasized at grade 8: Chemistry, Earth and Space Science, Life Science, and Physics. The exam is designed as an end-of-course exam that includes the items that should be covered in every Middle school.

The current grade 8 Science CRT is a major revision of the test used through 1997-98. The earlier test provided a balance between performance activities and knowledge. The Science Department Chairs felt that it was important to revise the test to emphasize knowledge and the content of the Anchorage curriculum. The emphasis on the Anchorage curriculum and emphasis on mastery of the knowledge most important to the curriculum differentiates the CRT from the 20 item science section of the California Achievement Test written by grade 8 students.

The effort to develop a performance unit which would include student hands-on work with substances, decision making, and the application of knowledge to a practical problem has not yet been successful. A group of teachers and secondary curriculum staff met late in the 1997-98 school year and started development of a performance unit. Some additional conceptual work was done in 1998-99 but the performance unit did not progress to the point that it could be field tested with students. Work will continue on the performance assessment in 1998-99.

The grade 8 Science CRT was given in all middle schools during the second and third week of May. Overall performance was similar to that in 1997-98 when 2,100 students took the experimental version of the exam. In 1998-1999 there were more than 3,000 students tested. However some students did not take any of the Chemistry section because the teachers felt that the area had not been covered.

Overall performance levels were lower in 1998-99 than they had been the prior year. Performance in the Life Science area improved. Performance in the other areas declined with the percentage showing less than mastery increasing from 43% to 70% in Chemistry; from 32% to 35% in Earth Science; and, from 35% to 42%. Students did not demonstrate the 75% level of mastery desired on curriculum referenced tests.

Table 37

Grade 8 Science CRT
Spring 1999

Area	Number Tested	Number Items	Average Correct	Less Than Mastery	Mastery	Greater Than Mastery
Chemistry	3097	14	8	70%	20%	10%
Earth Science	3170	15	10	35%	25%	40%
Life Science	3167	17	11	16%	20%	64%
Physics	3152	15	10	42%	29%	29%
Total		61	40			

Table 38 presents the results by school. The average performances by area are significantly different from school to school. The results raise a question as to the extent that instruction is consistent across the district. It appears that some schools may not cover or provide the same emphasis on some areas of the grade 8 science course and that many teachers were unable to cover all of the material expected in the course. Testing has expanded to include the Bilingual and Special Education students capable of taking the assessment with assistance in an effort to conform with the new Federal regulations on assessing Special Education and Bilingual Students (Individuals with Disabilities Education Act, 1997).

Table 38

Grade 8 Science CRT
Mastery and Above Performance by School
Spring 1999

School	N	Chemistry		Earth Science		Life Science		Physics	
		Mastery	Above	Mastery	Above	Mastery	Above	Mastery	Above
Whaley	9	-%	-%	22%	11%	22%	33%	22%	11%
Benson	32	19%	6%	31%	42%	22%	66%	28%	22%
Central	295	20%	9%	30%	29%	17%	65%	30%	39%
Clark	257	11%	3%	25%	21%	27%	44%	22%	18%
Denali	12	8%	8%	33%	25%	8%	50%	25%	8%
Girdwood	23	35%	30%	30%	52%	13%	83%	44%	39%
Golden View	367	25%	13%	22%	57%	17%	77%	29%	38%
Gruening	272	17%	7%	23%	41%	24%	61%	28%	27%
Hanshew	404	22%	12%	24%	41%	20%	69%	28%	36%
McLaughlin	15	6%	-%	18%	12%	41%	12%	12%	-%
Mears	434	18%	11%	26%	46%	21%	66%	33%	28%
Mirror Lake	219	22%	13%	30%	44%	21%	70%	34%	23%
Polaris	27	22%	19%	36%	39%	11%	89%	36%	36%
Romig	306	17%	16%	26%	31%	24%	56%	29%	33%
Steller	45	40%	5%	16%	64%	11%	82%	36%	47%
Walden	25	8%	-%	20%	20%	24%	44%	36%	8%
Wendler	354	19%	8%	22%	37%	17%	63%	27%	24%
Overall		19%	10%	25%	41%	24%	41%	29%	29%

A school by school and item by item analysis of performance on the Science grade 8 CRT and copy of the test has been provided to the Science Department Heads at each Middle School. A copy of an overall item analysis and the school by school breakdown of results was provided to the District Science Curriculum Coordinator.

Question: How well do Anchorage students write?

Answer: We are doing well in writing with scores meeting or exceeding district standards for at least 70% of the students on each of the individual traits of good writing. However, four thousand five hundred and eighty students are below expectation in at least one of the six areas. Only 48% of the students meet or exceed the standards in all six areas.

The Anchorage Writing Assessment was changed in 1998-1999 to better align with the State Benchmark examinations and the High School Diploma Qualification Test that will take place in March 2000 for all students in grades 3, 6, 8 and 10. Reports of student writing scores from the Anchorage Writing Assessment will be given to teachers of students in grades 6, 8, and 10 to help them recognize the students that need to develop additional writing skills prior to participating in the state tests.

Discussion: Anchorage does a local writing assessment that provides training for 125 teachers a year in using the six-traits of good writing as an instructional model. It also provides a useful basis for school level writing assessment for those schools that set a local school goal in writing.

Assessment and Evaluation and the Language Arts Curriculum Coordinator are exploring alternative for the assessment of writing that will not require teachers to leave their classrooms for training in the traits of good writing and objective scoring student papers.

Table 38 provides a comparison of performance for students tested at the various grades. The high school grade assessed in writing was shifted from grade 10 to grade 9 to reduce the amount of testing at the grade of the new High School Qualifying Exam and to aid in the identification of students that need additional help in writing to prepare them for the 10th grade exam.

Writing scores improve with increasing grade levels. More students in grade nine are meeting or exceeding expectations in every one of the traits of good writing. While the grade 9 performance is not quite as strong as the performance of grade 10 students the prior year, the grade 9 performance is notable with 8 out of 10 students meeting or exceeding standards in all areas other than Organization.

While Writing Conventions (spelling, capitalization, grammar etc.) remains an area of concern with 31% of grade five students performing below expectation, it is an area where performance has shown a real improvement over the years. For many years, it was consistently the lowest performance area in writing. Now we have improved to the point where 69% of grade 5 students, 73% of grade 7 students and 80% of grade 9 students are meeting or exceeding expectations in the area.

Part of this improvement may be due to the renewed curriculum emphasis on writing. During the year there were efforts to train teachers to use the six trait of good writing as the basis of instruction, to improve spelling instruction, and to use writing assessment to measure success in meeting school goals.

Table 38.1

Percentage Distribution of Writing Scores by Grade Level CRT Testing Spring 1998-99

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		1998	1999	1998	1999	1998	1999
5	Ideas & Content	3265	3426	27.6	23.5	72.4	76.5
	Organization			37.0	32.4	63.0	67.6
	Voice			24.0	20.4	76.0	79.6
	Effective Word Choice			24.0	24.1	76.0	75.9
	Sentence Fluency			30.5	26.2	69.5	73.8
	Writing Conventions			31.0	30.7	69.0	69.3
7	Ideas & Content	2374	3260	23.9	20.2	76.1	79.8
	Organization			32.9	27.7	67.1	72.3
	Voice			23.1	15.9	76.9	84.1
	Effective Word Choice			18.3	22.2	81.7	77.8
	Sentence Fluency			21.5	22.0	78.5	78.0
	Writing Conventions			24.5	27.4	75.5	72.6
9	Ideas & Content	N/A	2734	N/A	16.5	N/A	83.5
	Organization			N/A	23.0	N/A	77.0
	Voice			N/A	9.4	N/A	90.6
	Effective Word Choice			N/A	16.5	N/A	83.5
	Sentence Fluency			N/A	17.9	N/A	82.1
	Writing Conventions			N/A	19.7	N/A	80.3
10	Ideas & Content	2470	N/A	14.5	N/A	85.5	N/A
	Organization			19.4	N/A	80.6	N/A
	Voice			6.8	N/A	93.2	N/A
	Effective Word Choice			9.6	N/A	90.4	N/A
	Sentence Fluency			14.0	N/A	86.0	N/A
	Writing Conventions			19.1	N/A	80.9	N/A

Each of the traits of good writing is scored on a scale that runs from zero to 5. If a paper does not provide enough of a sample of writing in an area to allow a valid score the paper is given a zero. Papers than can be scored are scored from one to five. A score of 3 is a assigned if the paper meets minimum performance expectations on the trait for the grade level. A score of one or two indicates that the paper is below expectation. A score of four or five reflects a paper that is above expectation.

Tables 39, 40, and 41 present the average scores on each trait for the papers from each school. The expected average score is always 3 or better. Differences in writing performance between individual schools are statistically significant. A score difference of .3 or larger is large enough that it means that there is a real difference between schools.

Table 39

Anchorage Direct Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1998-99

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Abbott Loop	62	3.0	64	2.7	64	3.1	62	2.9	64	2.7	64	2.6
Airport Hts.	48	2.9	48	2.7	48	3.1	48	2.7	48	2.7	47	2.7
Alpenglow	74	3.6	74	3.3	74	3.5	74	3.4	74	3.5	74	3.3
Aquarian	7	3.7	7	3.2	7	3.5	7	3.0	7	3.4	7	3.0
Aurora	72	3.1	70	2.8	72	3.0	71	3.4	72	3.0	71	3.0
Baxter	77	3.0	77	2.7	77	3.0	76	3.0	77	2.9	76	2.8
Bayshore	68	3.2	68	2.9	68	3.3	67	2.8	68	3.2	67	3.2
Bear Valley	71	3.6	71	3.2	71	3.7	71	3.2	70	3.3	68	3.1
Birchwood	44	3.0	44	3.1	44	3.2	44	3.4	44	3.2	44	3.3
Bowman	67	3.3	67	3.0	67	3.3	66	3.2	67	3.1	66	2.9
Campbell	77	2.8	78	2.6	78	2.8	79	3.2	73	2.7	78	2.8
Chester Valley	57	2.8	57	2.7	57	3.0	57	2.6	57	2.9	57	2.8
Chinook	79	2.8	79	2.6	78	2.7	79	2.9	79	2.5	78	2.7
Chugach Opt.	30	3.3	50	3.0	30	3.4	29	2.6	30	3.2	30	3.0
Chugiak Elem.	77	3.1	77	2.8	77	3.2	77	3.3	76	3.0	77	3.2
College Gate	52	2.9	52	2.7	51	3.0	52	2.9	52	3.1	52	2.8
Creekside	47	3.1	47	2.9	47	3.1	47	2.8	47	2.9	47	2.9
Denali	64	3.1	63	2.9	62	3.3	64	3.0	63	2.9	63	2.9
Eagle River	53	3.3	54	3.0	54	3.5	54	3.1	54	3.2	53	2.9
Fairview	40	2.9	39	2.6	39	3.2	40	2.8	40	2.9	40	3.0
Family Partnership	36	3.2	36	3.0	35	3.3	36	3.0	36	3.0	35	3.2
Fire Lake	61	2.8	61	2.6	60	2.9	61	2.6	61	2.7	61	2.7
Girdwood	15	3.2	14	2.7	14	3.5	14	3.0	14	3.2	15	3.4
Gov't Hill	32	2.9	32	2.7	32	3.0	32	2.9	32	2.8	32	2.8
Homestead	59	3.1	59	2.9	59	3.2	59	2.9	59	2.9	59	3.2
Huffman	78	3.7	78	3.3	78	3.7	78	3.4	78	3.4	78	3.3
Inlet View	29	3.4	29	2.9	29	3.5	29	3.3	29	2.9	28	2.9
Kasuun	70	3.2	70	3.1	70	3.4	70	3.2	69	3.2	70	2.9
Kennedy	28	2.7	28	2.6	26	2.7	27	2.7	28	2.8	27	2.9
Kincaid	73	3.3	73	3.0	73	3.3	73	3.1	73	3.1	73	3.0
Klatt	65	3.1	64	2.9	63	3.1	64	3.0	65	2.9	65	2.7
Lake Hood	54	3.1	54	2.8	54	3.0	54	2.8	54	2.8	53	2.6
Lake Otis	47	3.0	47	2.9	47	3.2	47	3.0	47	3.0	47	2.8

Table 39

Anchorage Direct Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1998-99
(continued)

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Mt. Spurr	36	3.5	36	3.1	36	3.5	36	3.1	36	2.9	36	3.0
Mt. View	25	2.8	25	2.6	25	2.9	24	2.5	25	2.6	25	2.4
Muldoon	48	2.5	49	2.4	49	2.6	49	2.3	49	2.4	49	2.3
North Star	72	2.9	73	2.5	73	3.1	73	2.7	73	2.6	72	2.5
Northern Lts.	49	3.5	50	3.2	50	3.6	48	3.4	49	3.5	49	3.6
Northwood	47	2.8	47	2.8	47	3.2	47	2.9	47	2.7	47	2.8
Nunaka Valley	59	2.9	50	2.7	59	2.8	60	2.8	59	2.8	60	2.9
Ocean View	46	3.5	46	3.5	46	3.6	47	3.3	46	3.6	47	3.9
O'Malley	66	3.4	67	3.1	67	3.4	67	3.3	67	3.4	66	3.5
Polaris	35	3.4	35	3.2	35	3.4	35	3.2	35	3.2	35	2.8
Ptarmigan	44	2.5	44	2.2	43	2.5	43	2.5	44	2.5	43	2.6
Rabbit Creek	64	3.3	64	3.1	66	3.3	67	3.2	66	3.2	67	3.3
Ravenwood	55	3.3	55	3.3	55	3.4	54	3.2	55	3.3	54	3.2
Rogers Park	76	3.2	76	3.0	75	3.2	76	3.2	75	3.3	75	3.1
Russian Jack	32	2.6	32	2.5	32	2.8	32	2.6	32	2.6	32	2.8
Sand Lake	70	3.3	71	2.9	71	3.4	71	3.1	70	3.1	71	2.9
Scenic Park	81	3.1	81	2.9	80	3.1	80	2.7	81	2.9	81	2.8
Spring Hill	71	3.2	71	2.9	71	3.2	71	3.1	70	3.0	71	3.0
Susitna	66	3.1	66	2.8	65	3.2	66	2.7	65	2.7	66	2.7
Taku	37	3.2	37	3.0	36	3.3	37	3.1	37	3.2	37	2.9
Tudor	58	2.9	58	2.5	56	2.8	58	2.7	57	2.5	58	2.5
Turnagain	54	3.4	54	3.1	54	3.5	54	3.2	53	3.2	54	3.2
Tyson, Wm.	46	2.8	48	2.7	48	2.9	47	2.6	47	2.7	48	2.7
Ursa Major	36	2.9	36	3.0	36	3.0	37	2.8	37	2.8	37	3.0
Ursa Minor	34	3.0	34	2.9	33	3.0	34	2.7	34	2.9	33	3.1
Williwaw	70	2.6	71	2.4	72	2.6	71	2.5	72	2.4	71	2.5
Willow Crest	57	2.8	57	2.5	57	2.9	57	2.6	57	2.8	56	2.7
Wonder Park	60	2.8	60	2.5	61	2.7	61	2.6	60	2.7	60	2.6
Wood, Gladys	88	2.9	88	2.6	88	3.0	88	2.8	88	2.8	88	2.8

Table 40

Anchorage Direct Writing Assessment
Anchorage School District
Grade 7 School Average Scores
Spring 1998-99

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Benson/Search	26	2.8	26	2.6	26	3.1	26	2.8	25	2.7	25	2.5
Birchwood	27	3.4	27	3.2	27	3.6	27	3.2	27	3.2	27	3.1
Central	302	3.0	303	2.9	304	3.1	304	2.9	304	3.0	301	3.0
Clark	320	2.7	321	2.5	320	2.9	319	2.6	321	2.7	320	2.6
Denali	8	3.1	8	2.9	8	2.9	8	2.9	8	3.1	8	3.5
Girdwood	12	4.2	12	4.0	12	4.0	12	3.8	12	3.8	12	3.8
Goldenview	393	3.4	393	3.2	394	3.5	394	3.2	392	3.3	391	3.2
Gruening	228	3.2	228	3.0	229	3.3	228	3.1	228	3.1	227	3.0
Hanshew	380	3.2	383	3.0	380	3.3	381	3.0	384	3.0	381	3.0
Mears	341	3.2	241	3.0	339	3.3	341	3.1	339	3.1	339	3.1
Mirror Lake	200	3.3	200	3.0	198	3.6	200	3.1	200	3.1	201	3.3
Northern Lts.	38	3.8	37	3.5	38	3.8	38	3.5	38	3.6	37	3.8
Polaris K-12	31	3.4	30	3.4	31	3.6	31	3.2	31	3.3	30	3.3
Romig	331	3.0	332	2.8	330	3.1	331	2.9	331	3.0	422	2.9
Steller	39	3.4	39	3.1	39	3.4	39	3.2	39	3.2	39	3.3
Wendler	423	3.1	423	2.9	425	3.2	424	2.9	422	2.9	422	2.9
Family Partnership	37	3.4	37	3.2	37	3.2	37	3.1	37	3.1	37	3.1
Walden Pond	13	2.7	13	2.6	13	2.9	13	2.6	13	2.7	13	2.6

Table 41

Anchorage Direct Writing Assessment
Anchorage School District
Grade 9 School Average Scores
Spring 1998-99

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Bartlett	448	3.2	448	3.0	448	3.4	449	3.0	448	3.1	449	3.1
Benny Benson	8	1.8	8	1.7	8	3.2	8	2.2	8	2.5	8	2.3
Chugiak High	452	3.5	455	3.4	457	3.6	455	3.3	456	3.5	454	3.4
Dimond	464	3.4	466	3.2	463	3.5	465	3.2	468	3.3	464	3.3
East	420	3.2	424	3.1	419	3.4	426	3.1	422	3.2	420	3.2
McLaughlin	8	2.5	8	2.2	8	2.8	8	2.7	8	2.6	8	2.7
Polaris K-12	25	3.3	24	2.9	24	3.5	25	3.2	25	3.1	25	2.8
Service	452	2.5	451	3.4	450	3.6	451	3.2	451	3.4	452	3.4
Steller	43	3.7	43	3.6	43	3.6	42	3.7	43	3.7	43	3.7
West	336	3.3	336	3.1	336	3.4	337	3.0	333	3.2	331	3.2
Family Partnership	30	3.7	30	3.4	30	3.8	30	3.4	30	3.6	30	3.7
Walden Pond	32	3.0	32	2.7	32	3.2	32	2.7	32	2.8	32	2.7

Question: How well did Anchorage seniors perform on advanced placement (AP) and college entrance examinations in 1998-99?

Answer: Anchorage students who plan to go to college often take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 1998-99, Educational Testing Service reported scores for 1,365 Anchorage seniors on the SAT, 59 percent of the graduating class. American College Testing reported scores for 652 graduates on the ACT, 27 percent of the graduating class. The tests are voluntary and only reflect the performance of (mostly) college-bound students. Looking across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial effect on average scores. The percent of Anchorage students taking both the ACT and SAT increased slightly in 1998-99.

Anchorage seniors do well on both the ACT and SAT. Performance is above both the national average and the average of students from other Alaska schools on both tests. The Anchorage SAT averages of 523 on Verbal, 530 on Mathematics, and 1,053 on SAT Total are above the national averages of 505, 511 and 1,016, respectively. The ACT averages for Anchorage of 22.2 for English, 23.4 for Mathematics, and 23.2 for Composite are above the national averages of 20.5, 20.7, and 21.0.

National scores have increased slightly over the past five years with slight decreases in both SAT and ACT math scores this past year. Anchorage scores increased over the first four years of the period and were down slightly this past year. In Anchorage, the slight decline may be related to the increased number of test takers and decrease in the proportion that report taking a core of college preparatory courses.

On the ACT, scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that better prepared students have scores which are about 8 percent higher than students without this core. The Anchorage students reporting that they completed the core curriculum fell from 63% last year to 61% this year.

The continued performance of Anchorage students above the level of national and state average ACT and SAT scores demonstrates the efficacy of the District's preparation program for college bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from around the state of Alaska and students from across the United States. The results provide strong evidence that our college bound students can and do receive a solid education in the Anchorage School District.

When scores are compared with those of five years ago, an increase is seen for both Anchorage and the United States. When compared with last year, the SAT and ACT scores are slightly lower. The SAT Total is down from 1,059 to 1,053. The ACT Composite is down from 23.6 to 23.2 The proportion of graduates taking the SAT and ACT has increased by about 1%. The declines are small.

At the same time, we have a record number of students taking AP exams. Advanced placement (AP) courses give high school students the chance to take courses with content and materials equal to basic college courses. More than 1,600 Anchorage students completed AP exams in 1998-99 and 70% demonstrated acceptable college level performance. This was an increase in both the number of students taking AP classes and in the percent with scores of 3 or higher.

Discussion: Tables 43 and 44 provide the average ACT and SAT scores for the members of the class of 1999 who elected to take the tests. Almost all of these students plan to go on to college. Most Anchorage students indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 42 presents the Scholastic Achievement Test (SAT) results for 1998-99. Anchorage students average score of 523 in Verbal was above the national average of 505 and above the average of 511 for the rest of Alaska. The Mathematics score of 530 was above the national average of 511 and the average for the rest of

Alaska of 504. The Total Score of 1,053 was above the national average of 1,016 and the average for the rest of Alaska of 1,015. The SAT scale has a standard deviation of 100 so small year-to-year differences are common and have little meaning.

Table 43 presents the American College Testing Program, ACT, results for 1998-99. Anchorage students' average score of 22.2 in English is above the national average of 20.5 and the average for the rest of Alaska of 20.1. The Anchorage Mathematics average of 23.4 is above the national average of 20.7 and the average for the rest of Alaska of 20.1. The Composite average of 23.2 is above the national average of 21.0 and the average for the rest of Alaska of 20.4. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is 4.5 points.

Student achievement on SAT and ACT above that of the rest of Alaska and the nation has been the pattern for Anchorage over the past 10 years. Tables 44 and 45 show the ACT and SAT scores since 1994-95. The proportion of students taking the college entrance examinations has increased over the years with the percent taking the SAT being relatively stable in the 50 percent to 59 percent range. The proportion of students taking the ACT increasing from about 20 percent to close to 30 percent of graduating seniors.

The popularity of the ACT may reflect the use of the scores by University of Alaska. The University of Alaska Anchorage is now the most frequent college choice reported by our Anchorage students taking ACT and SAT college placement exams.

Table 46 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed what they call the college preparation core (four years of English and three years or more for each of math, social science and natural science) and those who have not. Anchorage students score higher than the comparable national groups for both students with and without the core courses.

Students who have completed the core classes consistently do better than those who have not completed the core. Students that have completed the core do from 8% to 15% better on ACT subject area tests. New Anchorage graduation requirements coming into effect for the "Class of 2000" should increase the number of students who have completed the academic core in the future.

The College Board, Educational Testing Service, and American College Testing are careful in cautioning users of college entry test scores that data is based on a self-selected group of students that does not reflect the ethnic, cultural, and income characteristics of the student population as a whole. Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Appendix A presents a summary of student performance on Advance Placement Exams. Table 1 shows that overall performance is strong with 1,123 students having scores of three and above. Table 2 shows that the number of students participating and average scores vary by secondary school. Table 3 shows that the average Anchorage Advanced Placement Test score is equal to national performance and above that of the rest of Alaska.

Table 42

Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1998-99 Seniors

Geographic Region	Number Tested	Average SAT Scores Verbal	 Mathematics	 Total
Anchorage	1,365	523	530	1053
Alaska (Excluding Anchorage)	2,220	511	504	1015
Alaska (Including Anchorage)	3,585	516	514	1030
Nation	1,220,130	505	511	1016

Standard Deviation = 100

Table 43

Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1998-99 Seniors

Geographic Region	Number Tested	Average ACT Scores English	 Mathematics	 Composite
Anchorage	652	22.2	23.4	23.2
Alaska (Excluding Anchorage)	1,825	19.4	20.1	20.4
Alaska (Including Anchorage)	2,477	20.1	21.0	21.1
Nation	1,019,053	20.5	20.7	21.0

Standard Deviation = 4.5

Table 44

Anchorage Performances on the Scholastic Achievement Test (SAT) 1993-94 through 1994-95 Estimated Scores 1995 Recentered Scale* 1995-96 through 1998-99 Recentered Scores

	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
Year	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
1998-99	1,365	59%	523	530	1,053	505	511	1,016
1997-98	1,286	56%	526	533	1,059	505	512	1,017
1996-97	1,317	57%	522	527	1,049	505	511	1,016
1995-96	1,250	55%	527	529	1,056	505	508	1013
1994-95	1,157	54%	528	528	1,056	504	506	1,010

*Scores converted using software provided by the College Board.

Table 45

Average (Mean) American College Testing (ACT) Scores by Sub-test Area Anchorage Seniors 1993-94 through 1998-99

	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			
Year	Number	Percent	English	Math	Composite	National Composite
1998-99	652	27%	22,2	23.4	23.2	21.0
1997-98	601	26%	22.5	23.9	23.6	21.0
1996-97	606	26%	21.8	23.6	23.1	21.0
1995-96	681	30%	22.0	22.7	23.1	20.9
1994-95	690	32%	21.9	22.4	22.8	20.8

Table 46

Anchorage School District
Average ACT Scores by Level of Academic Preparation
Anchorage - Nation
1998-99 School Year

Content Area	Group	Anchorage		Nation	
		Number Tested	Average	Number Tested	Average
English	Core or More*	395	24.0	615,545	21.6
	Less than Core	236	19.2	367,537	18.7
Math	Core or More*	395	25.4	615,545	21.8
	Less than Core	236	20.1	367,537	18.9
Reading	Core or More*	395	25.9	615,545	22.4
	Less than Core	236	21.1	367,537	19.8
Science	Core or More*	395	24.1	615,545	21.9
	Less than Core	236	20.3	367,537	19.6
Composite	Core or More*	395	25.0	615,545	22.0
	Less than Core	236	20.3	367,537	19.4

Notes:

* Core: English – 4+ yrs; Mathematics – 3+ yrs; Social Studies – 3+ yrs; Natural Sciences – 3+ yrs.

** 61 percent of Anchorage ACT test takers reported having completed an academic core.
60 percent of the national group of test takers reported having completed an academic core.

Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money have more to spend on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal resources and may affect health care. School programs that serve students in less affluent areas may have more barriers to overcome.

Discussion: Tables 47, 48, 49, and 50 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch prices. Tables only include students in grades three through eight because these are the only grades at which both test scores and free and reduced price lunch information are available.

Average scores for students eligible for free lunch range from the 27th to the 38th percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 42nd to the 58th percentile. Average scores for students not eligible for free and reduced lunch range from the 61st to the 74th percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement is persistent and obvious.

School profiles presented in Part II of the report show that some Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students which makes the process of education more difficult.

Tables 51 and 52 show the percentage of students eligible for free and reduced price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to over 90 percent in the least. Thirty of our elementary schools now have at least one child in three on free and reduced lunch and the proportion is more than one student in two in thirteen schools. Enrollments in the schools with very high percentages of students receiving free and reduced price lunch increased in 1998-99.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Title I; the problem remains substantial. The differences in academic achievement for students and heavily impacted schools are a notable and a continuing challenge.

Table 47

CAT Total Reading Percentile Rank Scores by Lunch Eligibility Status
Spring 1999

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	69	50	33
	Number Tested	2,641	275	885
4	Percentile	67	45	37
	Number Tested	2,614	271	805
5	Percentile	67	50	35
	Number Tested	2,752	255	783
6	Percentile	66	44	34
	Number Tested	2,644	219	661
7	Percentile	68	47	35
	Number Tested	2,826	206	655
8	Percentile	69	49	38
	Number Tested	2,756	159	495

Table 48

CAT Total Language Arts Percentile Rank Scores by Lunch Eligibility Status
Spring 1999

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	61	42	27
	Number Tested	2,642	277	877
4	Percentile	65	46	37
	Number Tested	2,612	269	805
5	Percentile	74	58	43
	Number Tested	2,759	254	782
6	Percentile	71	53	41
	Number Tested	2,636	221	657
7	Percentile	66	42	32
	Number Tested	2,826	206	652
8	Percentile	62	45	33
	Number Tested	2,744	159	492

Table 49

CAT Total Mathematics Percentile Rank Scores by Lunch Eligibility Status Spring 1999

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	68	48	33
	Number Tested	2,641	273	879
4	Percentile	72	50	42
	Number Tested	2,611	271	807
5	Percentile	69	50	41
	Number Tested	2,740	252	774
6	Percentile	74	55	42
	Number Tested	2,636	220	658
7	Percentile	69	50	40
	Number Tested	2,828	204	649
8	Percentile	67	47	37
	Number Tested	2,722	155	489

Table 50

CAT Total Battery Percentile Rank Scores by Lunch Eligibility Status Spring 1999

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	67	45	28
	Number Tested	2,617	270	862
4	Percentile	68	45	36
	Number Tested	2,592	267	787
5	Percentile	73	54	39
	Number Tested	2,727	254	773
6	Percentile	72	50	37
	Number Tested	2,623	218	650
7	Percentile	68	43	32
	Number Tested	2,794	200	632
8	Percentile	67	46	33
	Number Tested	2,684	155	476

Table 51
Free and Reduced Price Lunch - Elementary School
End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Fairview[1,2]	407	396	97
Mt. View[1]	431	412	95
Tyson, William[1]	429	387	90
Muldoon[1]	403	292	72
North Star[1,2]	526	373	70
Williwaw[1]	562	381	67
Wonder Park[1]	512	343	66
Russian Jack[1]	417	242	58
Ptarmigan[1,3]	406	219	53
Ursa Minor	304	172	56
Willow Crest[3]	540	291	53
Creekside Park	389	199	51
Ursa Major[1]	404	206	50
Kennedy[1]	272	133	48
Nunaka Valley	387	181	46
Chester Valley	371	173	46
Government Hill[1]	415	188	45
Airport Heights	340	145	42
Taku[3]	354	151	42
Tudor	557	227	40
Northwood	433	173	39
Chinook	564	213	37
Lake Otis	516	186	36
Denali	472	172	36
Aurora	557	179	32
Abbott Loop	556	176	31
Baxter	467	148	31
College Gate	465	148	31
Eagle River	392	121	30
Klatt	525	159	30
Woods, Gladys	523	140	26
Mt. Spurr	288	75	25
Turnagain	428	108	25
Susitna	552	143	25
Scenic Park	556	134	24
Lake Hood	487	114	23
Spring Hill	550	129	23
Campbell	534	117	21
Inlet View	260	53	20
Fire Lake	377	79	20
Kasuun	639	124	19
Rogers Park	594	111	18
Girdwood	123	21	17
Chugiak Elementary	522	84	16
Birchwood ABC	384	60	15
Bowman	672	92	13
Kincaid	508	64	12
Ocean View	408	43	10
Rabbit Creek	460	46	10
Sand Lake	583	59	10
Homestead	492	47	9
Bayshore	570	50	8
Polaris	249	20	8
Northern Lights ABC	464	25	5
Alpenglow	560	28	5

Table 51

Free and Reduced Price Lunch - Elementary School End-of-Year 1999 (continued)

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Chugach Optional	257	13	5
Ravenwood	395	17	4
Village	25	1	4
Bear Valley	503	18	3
Huffman	511	17	3
O'Malley	484	14	2
Aquarian	111	2	1
Family Partnership	346	2	<1
TOTAL	27,788	8,836	31

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

Table 52

Free and Reduced Price Lunch - Middle Level End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Clark[1]	820	495	60
Central	786	256	32
Birchwood Sec	29	9	31
Romig[3]	781	233	29
Denali (Montessori)	41	10	24
Wendler	964	235	24
Hanshew	912	158	17
Mears	966	144	14
Mirror Lake	677	101	14
Girdwood	25	3	12
Northern Lights Sec	48	4	8
Gruening	605	50	8
Benson/Search	544	39	7
Goldenview	875	53	6
Polaris	237	2	<1
TOTAL	8,310	1,792	21

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

[1] - Title I [2] - Even Start [3] - ASD Under-achieving

Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who are more stable tend to do better than students who move from school to school. This assertion is generally born out through the examination of Tables 53, 54, 55, and 56. The tables compare CAT performance of students who are in their first or second year in Anchorage schools with continuing students who have more years in Anchorage schools. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. Those who have been in Anchorage schools five or more years also do better than those who have been here for only three of four years.

Students who come to Anchorage are generally at or above the national average by the time they are tested in the spring of their first or second year. Average scores for all Anchorage students in Reading range from the 59th percentile to the 65th. New students scores range from the 46th to the 64th percentile.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who are more stable and have continued exposure to the Anchorage curriculum do better. Students who are in their third or fourth year generally do better than students in their first or second year, and students who have been here five or more years do best of all.

Discussion: Tables 53, 54, 55, and 56 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools. The tables do not examine the relationship between mobility within Anchorage and achievement. Bilingual students who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups has an impact on the Reading and Language Arts scores.

All of the third grade students who started with the District other than those who have been held back or were enrolled in Special Education Pre-School programs are in their third or fourth year. The third grade students who are in their fifth year are generally students who have been held back or they are Special Education students who have an Individual Education Plan which includes standardized testing. These students are assessed with instruments appropriate to their level of development and their progress is tracked as part of the IEP process. With an emphasis on the inclusion of Special Education students in regular school activities, the number of Special Education students tested on norm referenced tests has been increasing across the District.

There has been some increase in the scores of new-to-District students and continuing students over the past five years. This is now reflected in the higher scores of some incoming students relative to District students in elementary grades.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that while we here in Anchorage may do it differently than it is done "outside," we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us.

Table 53

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Reading Spring 1999

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	61	62	39	61
	Number Tested	634	2,937	230	3,801
4	Percentile	64	57	60	60
	Number Tested	552	585	2,553	3,690
5	Percentile	60	55	62	61
	Number Tested	511	452	2,827	3,790
6	Percentile	55	57	60	60
	Number Tested	431	266	2,727	3,524
7	Percentile	61	58	63	62
	Number Tested	485	384	2,818	3,687
8	Percentile	63	61	66	65
	Number Tested	401	319	2,690	3,410
9	Percentile	55	50	62	60
	Number Tested	364	286	2,535	3,185
10	Percentile	52	58	63	62
	Number Tested	313	212	2,338	2,863
11	Percentile	46	55	60	59
	Number Tested	226	204	2,096	2,526

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 54

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Language Arts Spring 1999

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	53	55	33	53
	Number Tested	633	2,936	227	3,796
4	Percentile	62	57	58	59
	Number Tested	549	587	2,550	3,686
5	Percentile	65	65	69	68
	Number Tested	511	456	2,828	3,795
6	Percentile	63	66	66	66
	Number Tested	427	364	2,723	3,514
7	Percentile	57	55	61	60
	Number Tested	482	382	2,820	3,684
8	Percentile	57	55	60	59
	Number Tested	399	317	2,679	3,395
9	Percentile	52	50	60	59
	Number Tested	364	286	2,543	3,193
10	Percentile	48	56	57	56
	Number Tested	312	211	2,343	2,866
11	Percentile	45	53	54	53
	Number Tested	227	204	2,084	2,515

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 55

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Mathematics Spring 1999

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	58	62	39	60
	Number Tested	634	2934	225	3,793
4	Percentile	66	63	66	65
	Number Tested	553	587	2,549	3,646
5	Percentile	61	58	65	64
	Number Tested	509	452	2,815	3,776
6	Percentile	63	68	69	68
	Number Tested	430	365	2,719	3,491
7	Percentile	60	60	66	64
	Number Tested	482	382	2,817	3,626
8	Percentile	60	60	65	64
	Number Tested	397	312	2,657	3,315
9	Percentile	63	64	69	68
	Number Tested	360	289	2,541	3,161
10	Percentile	55	64	67	65
	Number Tested	310	213	2,348	2,827
11	Percentile	59	62	66	65
	Number Tested	231	206	2,094	2,487

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 56

Relationship of Tenure in District and Norm-Referenced Test Performance in Total Battery Spring 1999

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	60	61	36	60
	Number Tested	627	2,901	221	3,749
4	Percentile	65	60	62	62
	Number Tested	545	580	2,521	3,646
5	Percentile	64	61	68	67
	Number Tested	506	450	2,798	3,754
6	Percentile	61	65	57	66
	Number Tested	427	362	2,702	3,491
7	Percentile	60	59	65	64
	Number Tested	478	379	2,769	3,626
8	Percentile	62	60	66	65
	Number Tested	389	309	2,617	3,315
9	Percentile	60	57	67	65
	Number Tested	359	283	2,519	3,161
10	Percentile	54	62	66	64
	Number Tested	308	208	2311	2,827
11	Percentile	51	59	62	61
	Number Tested	224	201	2,062	2,487

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. It goes beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may differ, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

Information on performance and mobility for 1998-99 is similar to that provided in past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics at all grade levels than do students who have remained in one District school during the year.

Discussion: Tables 57, 58, 59, and 60 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. In general, more than 10 percent of students at a given grade level have made at least one change of schools during the year.

Reading scores range from the 34th to the 50th percentile for students who move. Scores for students who stay in the same program for the year range from the 59th to the 65th percentile. In every case, "stable" students have higher scores and the gap is ten or more percentile points for each grade level.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

The mobility of Anchorage students is one element which makes educating students more difficult. While there are many factors beyond making a change of teachers and schools which may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there is high mobility face a more difficult job than schools where students are stable.

The more that can be done to assure that students can make a smooth and pain free transition the better. Continuity of books, instruction, and teacher expectation all support less disruption and greater achievement.

Table 57

Relationship of Total Reading Performance to Transience During School Year

Spring 1999

Grade Level	Information	Total	Transient	Not Transient
3	Percentile	61	45	63
	Number Tested	3,801	409	3,392
4	Percentile	60	50	61
	Number Tested	3,690	379	3,311
5	Percentile	61	43	63
	Number Tested	3,790	351	3,439
6	Percentile	60	40	61
	Number Tested	3,524	298	3,226
7	Percentile	62	46	64
	Number Tested	3,687	323	3,364
8	Percentile	65	41	66
	Number Tested	3,410	322	3,088
9	Percentile	60	36	63
	Number Tested	3,185	325	2,860
10	Percentile	62	34	65
	Number Tested	2,863	291	2,572
11	Percentile	59	36	61
	Number Tested	2,526	284	2,242

Table 58

Relationship of Total Language Arts Performance to Transience During School Year
Spring 1999

Grade Level	Information	Total	Transient	Not Transient
3	Percentile	53	37	55
	Number Tested	3,796	407	3,389
4	Percentile	59	41	60
	Number Tested	3,686	371	3,315
5	Percentile	68	51	70
	Number Tested	3,795	351	3,444
6	Percentile	66	45	68
	Number Tested	3,514	293	3,221
7	Percentile	60	39	62
	Number Tested	3,684	318	3,366
8	Percentile	59	39	61
	Number Tested	3,395	315	3,080
9	Percentile	59	34	61
	Number Tested	3,193	326	2,867
10	Percentile	56	29	60
	Number Tested	2,866	291	2,575
11	Percentile	53	32	56
	Number Tested	2,515	275	2,240

Table 59

Relationship of Total Mathematics Performance to Transience During School Year Spring 1999

Grade Level	Information	Total	Transient	Not Transient
3	Percentile	60	44	62
	Number Tested	3,793	408	3,385
4	Percentile	65	51	67
	Number Tested	3,689	374	3,315
5	Percentile	64	47	65
	Number Tested	3,776	350	3,426
6	Percentile	68	43	70
	Number Tested	3,514	290	3,224
7	Percentile	64	47	66
	Number Tested	3,681	323	3,358
8	Percentile	64	42	66
	Number Tested	3,366	309	3,057
9	Percentile	68	42	70
	Number Tested	3,190	321	2,869
10	Percentile	65	36	68
	Number Tested	2,871	296	2,575
11	Percentile	65	41	67
	Number Tested	2,531	277	2,254

Table 60

Relationship of Total Battery Performance to Transience During School Year
Spring 1999

Grade Level	Information	Total	Transient	Not Transient
3	Percentile	60	42	61
	Number Tested	3,749	397	3,352
4	Percentile	62	49	64
	Number Tested	3,646	367	3,279
5	Percentile	67	48	68
	Number Tested	3,454	348	3,406
6	Percentile	66	41	68
	Number Tested	3,491	288	3,203
7	Percentile	64	44	65
	Number Tested	3,626	310	3,316
8	Percentile	65	42	67
	Number Tested	3,315	293	3,022
9	Percentile	65	38	68
	Number Tested	3,161	313	2,848
10	Percentile	64	33	67
	Number Tested	2,827	278	2,549
11	Percentile	61	36	64
	Number Tested	2,487	262	2,225

Question: How do grades and credits relate to secondary school performance in 1998-99?

Answer: Students in Anchorage are generally graded on a four point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades are the means by which teachers "pay" students for their work. Grades may be given to encourage as well as reward and may reflect effort and attitude as well as the quality of the work produced.

Students who are in Advanced Placement courses are given more credit for the work they do than students in other classes. For an AP student, a grade of "A" is given a 5.0 rather than 4.0; a grade of "C" is given a 3.0 rather than 2.0. Additional credit is given based on the expectation that grades are harder to earn in AP courses because of the more rigorous curriculum. AP courses are included in the grade point averages reported throughout this document.

Anchorage high school grades are consistent with the above average basic skills performance measured on the CAT. The average grades for 11,089 students who had one or more marks assigned during 1998-99 was 2.61 or "B-." About 59 percent of the grades given were marks of "A" or "B". This continues a trend of higher grades for high school students over the past few years.

Anchorage high school students attempted an average of 5.76 credits and earned an average of 5.18 credits. The average number of credits earned was 5.32 for grade 9 students, 5.28 for grade 10 students, 5.23 for grade 11 students, and 4.81 for grade 12 students. An Anchorage student requires 21 credits for graduation. An Anchorage student graduating in the year 2000 will be required to earn 24 credits for graduation.

Examination of Tables 63 and 64 shows that there was an increase in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with more than 22 percent of the grades reflecting "D" or "F" performance: Language Arts, 24 percent; Mathematics 30 percent; Science 25 percent; and Social Studies, 23 percent. Eleven percent of the grades earned are "Fs."

The Graduation Support Service Program was initiated during the 1996-97 school year to help students make up credits to allow them to keep up with their classmates and graduate. More than 2,000 students made use of the service to make up required course work and earn needed credits. It is clear that G.S.S. is starting to affect credits and grades.

The negative relation between poor attendance and grades remains strong with an overall correlation above .5. While many factors affect both grades and attendance, they are strongly linked at high school. Those students who miss school regularly tend to earn lower grades.

Discussion: Tables 61, 62, 63, and 64 present the grades, credits attempted, credits earned, grade point average, average absences and the correlation between grade point average and attendance for the more than 17,000 secondary students who were issued report cards in 1998-99. The data is drawn from the District Student Management System which contains transcript information for all secondary students. Averages and standard deviations of average scores are presented to provide a sense of the range of scores. Two-thirds of the scores fall within one standard deviation above or below the average.

The majority of students earn enough credits to graduate in four years. Students who fail courses have opportunities to retake the classes and to gain the credits necessary to graduate and more students are taking advantage of the Graduation Support System. The opportunity to complete the credits needed has increased along with the need to complete more credits. Students can now make-up credits through summer school, extended day courses in their home schools after regular school hours, and non-district alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 63 shows a strong secondary program with most students making adequate progress toward graduation. The average credits earned has reached 5.28 credits being sufficient to produce the 21 credits needed for graduation. Table 64 supports these averages by showing the number and percentage of various letter grades earned during the year. The number of credits earned and the average grades have both increased over last year.

It is not clear how much of an effect summer school and the G.S.S. program have had. But, it is clear that more students are earning credits and higher grades.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. It is also higher for grades 9 through 11 than it is for grade 12. It appears that there was an increase in the number of absences of seniors last year with the average reaching 6.25 per course per semester. Keeping students present and interested continues to be one of the features of a successful program.

Table 61

Middle School Student Class and GPA Analysis by Grade Spring 1999

Data Type	7	8	7-8
Number of Students	3,646	3,309	6,955
Average Courses Attempted	6.97	6.94	6.95
Average Courses Earned	6.32	6.37	6.34
Mean Grade Point Average	2.69	2.75	2.72
Average Absences per Course	5.17	5.52	5.33
Absence - GPA Correlation	-0.4398	-0.3499	-0.3961

Table 62

Distribution of Attempted Classes and Earned Marks by Area Combined Grades 7 - 8 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,647.00	29%	28%	21%	11%	11%
Mathematics	6,922.00	22%	28%	24%	14%	12%
Science	6,881.00	24%	29%	23%	13%	11%
Social Studies	6,816.00	30%	27%	20%	11%	12%
All Courses	48,349.75	36%	27%	19%	10%	18%

*Includes "F," "WF," and "I."

Table 63

High School Student Credit and GPA Analysis by Grade Spring 1999

Date Type	9	10	11	12	9-12
Number of Students	3,179	2,859	2,644	2,407	11,089
Average Credits Attempted	5.94	5.95	5.85	5.19	5.76
Average Credits Earned	5.32	5.28	5.23	4.81	5.18
Mean Grade Point Average	2.59	2.52	2.58	2.77	2.61
Average Absences per Course	4.68	5.01	5.41	6.25	5.28
Absence - GPA Correlation	-0.5627	-0.5231	-0.5037	-0.4355	-0.4940

Table 64

Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,576.75	28%	28%	20%	12%	12%
Mathematics	9,380.75	19%	26%	25%	16%	14%
Science	9,270.00	23%	28%	24%	14%	11%
Social Studies	11,695.75	30%	26%	21%	12%	11%
All Courses	63,868.75	33%	26%	19%	11%	11%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 1998-99?

Answer: More students were attending Anchorage schools than ever before. Ninety-three percent of the students were in school on the average school day of 1998-99. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 65 shows that overall attendance in Anchorage was good with an overall average of 93.6 percent during the 1998-99 school year. Attendance in Anchorage schools has ranged between 94.4 and 92.4 percent over the past five years. Overall level of attendance is not a major problem area. Unfortunately, even this good attendance rate, means there are between 2,500 and 3,000 students missing from their classes on the average school day.

Table 65

Anchorage School District
Five Year History of District Wide Attendance
1994-95 through 1998-99

School Year	Average Daily Membership	Average Daily Attendance	Percent Attendance
1998-99	45,913.6	49,019.5	93.6%
1997-98	45,053.6	48,220.3	92.4%
1996-97	47,500.7	44,537.9	93.8%
1995-96	47,046.9	44,133.5	93.8%
1994-95	46,881.6	44,235.3	94.4%

Question: How many students dropped out of the Anchorage School District last year?

Answer: The number of students identified as dropouts during the 1998-1999 school year is the lowest that it has been in five years (1,516 students, 2.8%).

Unfortunately, it is difficult to accurately assess the true number of dropouts because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year. If a student leaves and we have no evidence of enrollment in another school, we consider the student to be a dropout.

Analysis of the enrollment pattern of the group of students who entered ninth grade in 1994-95 and should have graduated with the class of 1999 indicates that about 13 percent of the students may have dropped out of school over their expected four year high school career. This is a 2 percent improvement over last year. Another 10 percent left over the summer. In all, 68 percent of the students who started as freshmen in 1995-96 completed 12th grade in Anchorage.

Analysis of District records show that from 3.2 percent to 2.8 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 1998-99 was 2.8 percent, which shows a slight drop from last year. The most recent national information placed the annual event dropout rate for students in grades 10-12 at about 5.7 percent (Condition of Education 1997, Indicator 7, p. 215). The comparison is not an exact one but it is clear that the Anchorage dropout rate is lower than the national rate and moving lower.

Dropout patterns varied by racial-ethnic group. American Native students continue to be more likely to drop out than students from other backgrounds. The next most likely group to drop out was Hispanic students. White students, however, have the highest absolute number of dropouts, 774 students during 1998-1999.

Examination of the four year transfer pattern suggests that the true drop out rate over the four years of high school is somewhere between the 12.5 percent of students declared to be dropouts and the 23% that would result from a combination of known dropouts and summer leavers.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 54 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1994-95 and 1998-99. The table shows that the number of students leaving is a small percentage of the Anchorage student body ranging from a low of 2.85 percent (1,516 students) in 1998-99 to a high of 3.17 percent in 1996-97. About 4,700 students have left school as official dropouts over the past three years.

Table 66 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian and Hispanic groups show a pattern of increased numbers of dropouts over the past five years though the rates for both of these groups have improved over the past year

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they are moving. Table 67 presents information on those students who entered high school as freshmen in September 1994 and who, with normal matriculation, would have graduated with the class of 1998-99.

There were 3,396 students who entered the freshmen class in September 1995. Of those 2,314 or 68.1 percent of the group, completed their senior year in Anchorage in 1998-99. There were 423 or 12.5 percent, who were shown on the school records as dropouts. Another 286, or 8.4 percent, indicated that they were transferring out of the Anchorage School District. Five students died and seven students were suspended from school and did not return. Three hundred and sixty one students left during the summer and did not indicate their intentions. Some of these students may well have been dropouts.

Tables 68 and 69 also examine the holding pattern of the District through high school. Table 68 reviews the class entering ninth grade in as to its mobility pattern for each year of high school. Table 69 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering ninth grade classes the years 1992 to 1996.

The data in Table 68, review the progress of the entering high school class from 1995 – 1996. The students demonstrate an increasing tendency to drop out with increased grade level coupled with a decreasing likelihood to transfer from the District with increased grade level. The number of summer leavers also declines over the years.

The five-year history provided in Table 69 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down in the range of 12 to 15 percent. Similarly, summer leaving was in the range of 11 to 13 percent. From 8 to 9 percent of each entering high school class transferred out of the District.

The dropout rates in Anchorage have not changed dramatically over the years. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school represents a total breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools. It is important to continue monitoring our level of dropouts and summer leavers as more rigorous District and State standards take effect.

"Left Blank Intentionally"

Table 66

Anchorage School District
School Year Dropouts
1994-95 to 1998-99

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
1998-99						
Enrollment	6,553	4,666	4,703	2,788	34,545	53,267
Final Dropouts	362	130	164	86	774	1,516
Percent Dropouts	5.52%	2.79%	3.49%	3.08%	2.24%	2.85%
1997-98						
Enrollment	6,421	4,159	4,634	2,654	34,752	52,620
Final Dropouts	362	106	157	96	848	1,569
Percent Dropouts	5.64%	2.55%	3.39%	3.62%	2.44%	2.98%
1996-97						
Enrollment	6,143	3,844	4,599	2,511	34638	51,735
Final Dropouts	374	114	165	95	846	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	3.08%
1995-96						
Enrollment	5,877	3,622	4,456	2,340	35,200	51,495
Final Dropouts	475	106	157	94	899	1,631
Percent Dropouts	6.38%	2.93%	3.52%	4.02%	2.55%	3.17%
1994-95						
Enrollment	5,733	3,404	4,577	2,133	35,608	51,475
Final Dropouts	366	95	185	79	890	1,615
Percent Dropouts	6.36%	2.79%	4.04%	3.70%	2.50%	3.14%

Table 67

Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1995-96 School Year
Ethnic Group Patterns

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Beginning of Ninth Grade Membership*	321	251	293	139	2,392	3,396
Completed/ Early Graduate or still enrolled 6/98	162 50.5%	172 68.5%	194 66.2%	85 61.2%	1,701 71.1%	2,314 68.1%
Transfer Out of ASD	38 11.8%	24 9.6%	31 10.6%	14 10.1%	179 7.5%	286 8.4%
Death of Student	2 0.6%	0 0.0%	0 0.0%	0 0.0%	3 0.1%	5 0.1%
Suspensions	0 0.0%	1 0.4%	2 0.7%	0 0.0%	4 0.2%	7 0.2%
Drop Out	75 23.4%	33 13.1%	42 14.3%	25 18.0%	248 10.4%	423 12.5%
Summer Leavers from Ninth Grade Cohort	44 13.7%	21 8.4%	24 8.2%	15 10.8%	257 10.7%	361 10.6%

* Students enrolled on 9/30/95 were considered in school at the "Beginning of the Year."

Table 68

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1995-96 School Year
Grade Level Patterns

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Ninth Grade Membership	3,396	3,119	2,816	2,493	3,396
Completed/ Early Graduate	0 0.0%	0 0.0%	8 0.3%	2,306 92.5%	2,314 68.1%
Transfer Out of ASD	112 3.3%	85 2.7%	60 2.1%	29 1.2%	286 8.4%
Death of Student	2 0.1%	2 0.1%	0 0.0%	1 0.0%	5 0.1%
Suspension	0 0.0%	1 0.0$	0 0.0%	6 0.2%	7 0.2%
Drop Out	39 1.1%	90 2.9%	143 5.1%	151 6.1%	423 12.5%
Summer Leaver	124 3.7%	125 4.0%	112 4.0%	0 0.0%	361 10.6%
Continued Enrollment	3,119 91.8%	2,816 90.3%	2,493 88.5%	0 0.0%	0 0.0%

*Students enrolled on 9/30/95 were considered in school at the "Beginning of Year."

**Information on students continuing beyond four years was not available at the time of this report.

Table 69

Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1991-1992
through the 1995-96 School Year
Five-Year History

Class of:	1992	1993	1994	1995	1996
Beginning of Ninth Grade Cohort Membership*	2,975	3,156	3,216	3,251	3,396
Completed / Early Graduate / or Still Enrolled in June	1,845 62.0%	1,949 61.8%	2,039 63.4%	2,064 63.5%	2,314 68.1%
Transfer Out of ASD	293 9.8%	294 9.3%	300 9.3%	290 8.9%	286 8.4%
Death of Student	3 0.1%	3 0.1%	3 0.1%	1 <0.1%	5 0.2%
Suspensions	3 0.1%	4 0.1%	6 0.2%	6 0.2%	7 0.3%
Drop Out	447 15.0%	499 15.8%	450 14.0%	493 15.2%	423 12.4%
Summer Leaver	384 12.9%	407 12.9%	418 13.0%	397 12.2%	361 15.1%

*Students enrolled on 9/30 were considered in school at the "Beginning of Year."

Question: Do the performance patterns of the various ethnic-racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since two thirds of Anchorage students are White, this group dominates the statistical average of overall District performance. There are substantial differences among the various ethnic groups with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 70 to 78), Asian/Pacific Islander (Tables 79 to 87), Black (Tables 88 to 96), Hispanic (Tables 97 to 105), and White (Tables 106 to 114) ethnic racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 3 through 11. There is then a summary of ITBS/TAP Reading, Language Arts, and Math scores for 1994-95 and CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for the remainder of the years through 1998-1999 for grades 3 through 11.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of secondary credits and grade point averages, a breakdown of secondary grades by subject area, and annual counts of school year dropouts from 1994-1995 through 1998-1999.

The tables show that there is a substantial disparity among the groups on both academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Average credit attainment for minority secondary students is generally below the 5.25 annual average needed to reach the 21 credits required for high school graduation.

A higher number of minority students earn grades of "D" and "F." For example, more than one in five of the grades earned by Black students in high school Math is an "F". Dropout rates are notably higher than the District average for Hispanic, American Native, and Black students.

There continues to be a substantial disparity among ethnic groups. Achievement differences are consistent across grades, credits, and test scores. A high proportion of minority students, better than 40 percent, qualify for free or reduced price lunch based on family income.

Ethnicity is not the cause of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern and causes of differences deserve further exploration. We must continue to explore what can be done to improve school programs so that every student will attain the academic excellence called for by District Goals.

Table 70

Anchorage School District
American Native
Total Reading CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	477	39
4	453	39
5	404	37
6	402	37
7	391	40
8	371	47
9	293	40
10	269	44
11	193	41

Table 71

Anchorage School District
American Native
Total Language Arts CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	469	31
4	454	38
5	408	46
6	401	45
7	391	36
8	370	40
9	292	40
10	264	39
11	192	39

Table 72

Anchorage School District
American Native
Total Mathematics CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	476	41
4	450	47
5	404	46
6	396	51
7	392	48
8	360	49
9	295	54
10	269	50
11	196	51

Table 73

Anchorage School District
American Native
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	464	36
4	442	40
5	402	43
6	393	43
7	377	41
8	350	46
9	287	46
10	263	45
11	190	43

Table 74

Anchorage School District
American Native
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS and TAP 1994-95
CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	477	39	433	38	384	40	383	41		
3	Language Arts	469	31	430	29	380	31	383	30		
3	Mathematics	476	41	436	42	382	46	384	46		
3	Total Battery	464	36	424	33	375	36	378	38		
4	Reading	453	39	394	39	381	41	385	43	381	38
4	Language Arts	454	38	392	42	384	42	392	33	371	39
4	Mathematics	450	47	396	50	382	49	396	44	382	46
4	Total Battery	442	40	388	41	375	41	373	39		
5	Reading	404	37	380	37	389	37	384	43		
5	Language Arts	408	46	379	48	393	45	384	49		
5	Mathematics	404	46	376	44	393	46	384	45		
5	Total Battery	402	43	371	41	387	41	375	46		
6	Reading	402	37	392	38	391	44	346	38	326	41
6	Language Arts	401	45	392	43	391	47	347	40	313	43
6	Mathematics	396	51	395	50	392	54	342	50	321	45
6	Total Battery	393	43	389	41	389	47	341	40		
7	Reading	391	40	398	45	341	37	312	46		
7	Language Arts	391	36	394	39	349	35	313	38		
7	Mathematics	392	48	396	50	353	47	312	49		
7	Total Battery	377	41	380	41	336	36	304	44		
8	Reading	371	47	316	42	284	42	282	44	253	45
8	Language Arts	370	40	314	37	285	42	282	39	251	50
8	Mathematics	360	49	318	46	280	45	280	49	246	48
8	Total Battery	350	46	307	39	272	40	272	44		
9	Reading	293	40	268	44	254	38	244	42		
9	Language Arts	292	40	258	41	254	39	263	40		
9	Mathematics	295	54	266	54	253	49	265	52		
9	Total Battery	287	46	257	46	250	42	243	45		
10	Reading	269	44	205	43	226	50	168	45		
10	Language Arts	264	39	201	37	228	42	190	39		
10	Mathematics	269	50	206	50	228	56	191	49		
10	Total Battery	263	45	199	42	225	50	163	45		
11	Reading	193	41	177	46	164	43	160	42	169	48
11	Language Arts	192	39	174	41	162	35	181	36		
11	Mathematics	196	51	175	51	164	45	182	46	151	45
11	Total Battery	190	43	169	44	161	40	157	40		

Table 75

Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	3,874	2,001	51

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 76

American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 1999

Grade	7	8	7-8
Number of Students	391	347	738
Average Credits Attempted	6.96	6.92	6.94
Average Credits Earned	5.55	5.74	5.64
Mean Grade Point Average	2.04	2.24	2.13
Average Absences per Course	6.65	7.02	6.83
Absence - GPA Correlation	-0.5075	-0.3511	-0.4234

Grade	9	10	11	12	9-12
Number of Students	299	256	198	175	928
Average Credits Attempted	5.91	5.88	5.80	5.80	5.72
Average Credits Earned	4.53	4.65	4.60	4.24	4.52
Mean Grade Point Average	1.92	2.05	2.10	2.25	2.06
Average Absences per Course	6.62	6.73	6.81	7.42	6.84
Absence - GPA Correlation	-0.6044	-0.6476	-0.5662	-0.5046	-0.5801

Table 77

American Native Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	979.50	16%	24%	21%	16%	12%
Mathematics	775.00	11%	21%	24%	18%	16%
Science	745.75	10%	22%	24%	19%	25%
Social Studies	974.50	17%	21%	22%	17%	29%
All Courses	5,312.25	20%	23%	21%	15%	21%

*Includes "F," "WF," and "I."

Table 78

Anchorage School District American Native School Year Dropouts 1994-95 to 1998-99

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	6,553	362	5.52%
1997-98	6,421	362	5.64%
1996-97	6,143	374	6.09%
1995-96	5,877	375	6.38%
1994-95	5,733	366	6.36%

Table 79

Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	344	48
4	347	51
5	333	45
6	324	46
7	325	45
8	308	50
9	293	41
10	271	41
11	221	38

Table 80

Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	346	49
4	347	57
5	332	61
6	324	63
7	325	51
8	306	52
9	296	50
10	271	47
11	223	43

Table 81

Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	347	55
4	347	64
5	334	61
6	326	67
7	324	59
8	304	58
9	296	64
10	271	58
11	227	62

Table 82

Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	343	50
4	345	57
5	332	57
6	322	60
7	322	52
8	302	55
9	292	54
10	268	51
11	220	49

Table 83
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1994-95
CAT 1995-96 to 1997-98

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	344	48	306	49	275	53	262	56		
3	Language Arts	346	49	308	49	274	52	262	51		
3	Mathematics	347	55	308	60	272	60	261	64		
3	Total Battery	343	50	303	51	272	55	260	58		
4	Reading	347	51	302	50	268	57	245	50	223	48
4	Language Arts	347	57	301	60	266	63	241	53	224	59
4	Mathematics	347	64	302	67	268	71	242	59	223	63
4	Total Battery	345	57	300	59	266	64	238	54		
5	Reading	333	45	272	51	257	45	247	46		
5	Language Arts	332	61	272	70	285	61	247	61		
5	Mathematics	334	61	271	67	257	58	247	61		
5	Total Battery	332	57	270	65	256	56	247	57		
6	Reading	324	46	384	45	262	46	245	48	219	47
6	Language Arts	324	63	285	60	261	62	247	58	217	55
6	Mathematics	326	67	286	65	262	66	243	64	222	59
6	Total Battery	322	60	282	56	260	58	242	57		
7	Reading	325	45	285	47	256	46	223	48		
7	Language Arts	325	51	285	51	253	52	221	50		
7	Mathematics	324	59	283	59	255	61	22	62		
7	Total Battery	322	52	282	52	251	52	218	54		
8	Reading	308	50	278	47	242	46	226	51	228	49
8	Language Arts	306	52	277	51	242	49	226	51	229	60
8	Mathematics	304	58	278	59	243	59	225	64	229	58
8	Total Battery	302	55	276	52	242	52	225	57		
9	Reading	293	41	255	39	217	46	184	43		
9	Language Arts	296	50	255	49	217	53	217	49		
9	Mathematics	296	64	254	65	218	68	216	67		
9	Total Battery	292	54	251	52	217	58	182	54		
10	Reading	271	41	299	46	217	45	140	45		
10	Language Arts	271	47	230	48	218	49	171	46		
10	Mathematics	271	58	234	65	218	66	173	62		
10	Total Battery	268	51	227	54	217	55	139	50		
11	Reading	221	38	209	35	162	33	148	38	167	42
11	Language Arts	223	43	207	41	163	39	188	42		
11	Mathematics	227	62	210	60	164	60	193	61	173	58
11	Total Battery	220	49	207	46	162	43	145	47		

Table 84

Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	2,624	1,118	42

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 85

Anchorage School District
Asian/Pacific Islander
Secondary Students Credit and GPA Analysis by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	328	306			634
Average Credits Attempted	6.99	6.96			6.97
Average Credits Earned	6.55	6.53			6.54
Mean Grade Point Average	2.91	2.91			2.91
Average Absences per Course	3.13	3.73			3.42
Absence - GPA Correlation	-0.4386	-0.3642			-0.3994
Grade	**9**	**10**	**11**	**12**	**9-12**
Number of Students	296	275	244	229	1044
Average Credits Attempted	5.96	5.93	5.88	5.33	5.80
Average Credits Earned	5.38	5.13	5.16	4.79	5.13
Mean Grade Point Average	2.70	2.53	2.57	2.69	2.62
Average Absences per Course	3.92	4.65	5.09	5.97	4.84
Absence - GPA Correlation	-0.5911	-0.6759	-0.6111	-0.4796	-0.5900

Table 86

Asian/Pacific Islanders
Distribution of Attempted Credits and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1,109.00	30%	29%	19%	10%	12%
Mathematics	900.75	21%	26%	23%	14%	16%
Science	883.78	25%	26%	23%	13%	13%
Social Studies	1,111.75	33%	26%	18%	13%	10%
All Courses	6,051.25	36%	25%	18%	10%	11%

*Includes "F," "WF," and "I."

Table 87

Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1994-95 to 1998-99

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	4,666	130	2.79%
1997-98	4,159	106	2.55%
1996-97	3,844	114	2.97%
1995-96	3,622	106	2.93%
1994-95	3,404	95	2.79%

Table 88

Anchorage School District
Black
Total Reading CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	350	39
4	338	47
5	343	39
6	298	39
7	315	40
8	248	43
9	269	35
10	201	36
11	205	35

Table 89

Anchorage School District
Black
Total Language Arts CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	349	32
4	340	43
5	343	50
6	296	47
7	318	39
8	247	41
9	273	39
10	201	33
11	204	31

Table 90

Anchorage School District
Black
Total Mathematics CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	348	38
4	339	47
5	339	43
6	299	44
7	320	44
8	249	40
9	272	46
10	200	38
11	203	37

Table 91

Anchorage School District
Black
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	347	35
4	334	45
5	338	45
6	294	42
7	312	40
8	243	41
9	266	41
10	195	36
11	199	33

Table 92

Anchorage School District
Black
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1994-95 and CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	350	39	317	40	339	42	300	41		
3	Language Arts	349	32	315	35	337	36	303	32		
3	Mathematics	348	38	316	39	341	42	303	41		
3	Total Battery	347	35	311	35	330	37	300	37		
4	Reading	338	47	343	43	288	45	280	46	266	33
4	Language Arts	340	43	336	45	292	43	284	38	257	36
4	Mathematics	339	47	344	49	292	48	290	42	264	36
4	Total Battery	334	45	336	44	288	44	275	41		
5	Reading	343	39	295	34	304	36	273	37		
5	Language Arts	343	50	389	45	305	49	274	45		
5	Mathematics	339	43	294	38	303	40	271	37		
5	Total Battery	338	45	289	38	302	41	268	39		
6	Reading	298	39	293	40	274	38	298	40	263	35
6	Language Arts	296	47	292	48	272	43	299	43	255	37
6	Mathematics	299	44	293	46	273	41	300	45	262	36
6	Total Battery	294	42	290	43	270	38	295	41		
7	Reading	315	40	268	39	302	40	262	40		
7	Language Arts	318	39	267	39	302	38	266	33		
7	Mathematics	320	44	365	40	304	43	259	39		
7	Total Battery	312	40	260	36	297	38	254	37		
8	Reading	248	43	280	41	243	37	278	47	270	36
8	Language Arts	247	41	277	36	243	35	276	39	266	43
8	Mathematics	249	40	277	38	239	35	274	43	265	34
8	Total Battery	243	41	272	36	239	34	270	43		
9	Reading	269	35	218	33	259	37	235	37		
9	Language Arts	273	39	219	33	261	35	261	37		
9	Mathematics	272	46	219	42	260	42	263	46		
9	Total Battery	266	41	214	35	255	37	234	39		
10	Reading	201	36	242	37	261	36	214	37		
10	Language Arts	201	33	243	34	264	32	230	27		
10	Mathematics	200	38	248	41	264	37	228	34		
10	Total Battery	195	36	238	35	259	33	210	31		
11	Reading	205	35	222	33	182	30	176	36	168	40
11	Language Arts	204	31	223	32	186	26	190	36		
11	Mathematics	203	37	228	34	186	33	188	38	170	36
11	Total Battery	199	33	217	30	182	27	173	35		

Table 93

Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	2,711	1,434	52

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 94

Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	311	244			555
Average Credits Attempted	6.99	6.98			6.99
Average Credits Earned	6.27	6.08			6.19
Mean Grade Point Average	2.46	2.39			2.43
Average Absences per Course	4.41	4.38			4.40
Absence - GPA Correlation	-0.4330	-0.4175			-0.4244

Grade	9	10	11	12	9-12
Number of Students	261	204	207	219	891
Average Credits Attempted	5.96	5.94	5.79	5.24	5.74
Average Credits Earned	5.07	4.83	4.91	4.65	4.88
Mean Grade Point Average	2.20	2.06	2.24	2.40	2.23
Average Absences per Course	4.93	4.89	5.74	6.70	5.54
Absence - GPA Correlation	-0.5532	-0.5702	-0.5550	-0.5727	-0.5296

Table 95

Black Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	938.00	17%	27%	25%	15%	16%
Mathematics	741.00	9%	20%	24%	25%	22%
Science	691.00	10%	23%	26%	24%	17%
Social Studies	929.00	18%	25%	27%	16%	14%
All Courses	5,113.00	22%	25%	23%	16%	14%

*Includes "F," "WF," and "I."

Table 96

Anchorage School District Black School Year Dropouts 1994-95 to 1998-99

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	4,703	86	3.08%
1997-98	4,634	157	3.39%
1996-97	4,599	165	3.59%
1995-96	4,456	157	3.52%
1994-95	4,577	185	4.04%

Table 97

Anchorage School District
Hispanic
Total Reading CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	193	49
4	198	48
5	175	40
6	153	47
7	168	46
8	143	54
9	162	41
10	98	52
11	109	44

Table 98

Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	192	45
4	197	48
5	172	53
6	152	54
7	167	46
8	142	46
9	162	46
10	100	49
11	108	43

Table 99

Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	194	53
4	197	50
5	173	48
6	153	52
7	168	47
8	141	50
9	163	49
10	102	54
11	110	46

Table 100

Anchorage School District
Hispanic
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	189	49
4	196	47
5	171	47
6	152	50
7	165	46
8	139	50
9	162	47
10	97	54
11	108	44

Table 101

Anchorage School District
Hispanic
Percentile Rank Scores Corresponding to Average (Mean) NCE Scores
ITBS & TAP 1994-95
CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	193	49	190	45	176	47				
3	Language Arts	192	45	189	39	174	40				
3	Mathematics	194	53	189	48	173	52				
3	Total Battery	189	49	185	41	171	44				
4	Reading	198	48	178	49	142	41	135	45	136	44
4	Language Arts	197	48	177	47	142	52	132	36	134	41
4	Mathematics	197	50	178	51	142	48	133	39	135	47
4	Total Battery	196	47	177	48	140	47	132	39		
5	Reading	175	40	146	46	146	50	150	45		
5	Language Arts	172	53	145	57	146	52	150	51		
5	Mathematics	173	48	144	49	147	54	151	47		
5	Total Battery	171	47	144	51	146	51	149	48		
6	Reading	153	47	143	44	148	47	138	43	108	46
6	Language Arts	152	54	144	52	148	44	138	49	108	47
6	Mathematics	153	52	142	53	148	49	139	50	111	44
6	Total Battery	152	50	141	48	148	45	137	46		
7	Reading	168	46	152	53	151	46	122	43		
7	Language Arts	167	46	150	45	149	44	123	41		
7	Mathematics	168	47	150	48	150	47	124	46		
7	Total Battery	165	46	148	47	146	45	121	42		
8	Reading	143	54	159	46	118	44	130	43	115	44
8	Language Arts	142	46	158	42	117	46	130	39	112	45
8	Mathematics	141	50	162	47	117	51	130	42	113	41
8	Total Battery	139	50	157	44	115	48	127	41		
9	Reading	162	41	106	42	130	40	92	37		
9	Language Arts	162	46	105	43	131	34	111	36		
9	Mathematics	163	49	106	51	131	42	111	46		
9	Total Battery	162	47	105	46	130	38	91	39		
10	Reading	98	52	131	49	109	32	72	40		
10	Language Arts	100	49	130	45	109	31	81	35		
10	Mathematics	102	54	132	50	109	38	82	44		
10	Total Battery	97	54	129	48	109	31	70	39		
11	Reading	109	44	102	37	71	32	70	42	92	43
11	Language Arts	108	43	101	34	73	31	77	39		
11	Mathematics	110	46	103	45	73	38	80	44	92	35
11	Total Battery	108	44	100	37	71	31	70	41		

Table 102

Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	1,674	843	50

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 103

Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8	7-8
Number of Students	171	149	320
Average Credits Attempted	7.03	7.01	7.02
Average Credits Earned	6.29	6.48	6.38
Mean Grade Point Average	2.44	5.60	2.49
Average Absences per Course	4.99	5.60	5.28
Absence - GPA Correlation	-0.3921	-0.2660	-0.3345

Grade	9	10	11	12	9-12
Number of Students	172	103	117	100	492
Average Credits Attempted	5.98	5.80	5.78	5.24	5.75
Average Credits Earned	5.11	4.95	4.95	4.86	4.99
Mean Grade Point Average	2.28	2.24	2.29	2.52	2.33
Average Absences per Course	5.09	6.01	6.94	6.38	5.99
Absence - GPA Correlation	-0.6112	-0.6013	-0.5085	-0.3148	-0.5273

Table 104

Hispanic Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	533.25	22%	25%	26%	15%	12%
Mathematics	419.25	12%	22%	27%	17%	22%
Science	394.75	14%	25%	24%	19%	18%
Social Studies	509.00	20%	25%	24%	16%	15%
All Courses	2,826.75	25%	25%	23%	14%	13%

*Includes "F," "WF," and "I."

Table 105

Anchorage School District Hispanic School Year Dropouts 1994-95 to 1998-99

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	2,788	86	3.08%
1997-98	2,654	96	3.62%
1996-97	2,511	95	3.78%
1995-96	2,340	94	4.02%
1994-95	2,133	79	3.70%

Table 106

Anchorage School District
White
Total Reading CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	2,437	70
4	2,354	68
5	2,535	70
6	2,347	68
7	2,488	71
8	2,340	72
9	2,168	69
10	2,024	69
11	1,798	66

Table 107

Anchorage School District
White
Total Language Arts CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	2,440	62
4	2,348	66
5	2,540	75
6	2,341	72
7	2,483	68
8	2,330	65
9	2,170	65
10	2,030	62
11	1,788	59

Table 108

Anchorage School District
White
Total Mathematics CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	2,428	68
4	2,356	72
5	2,526	70
6	2,340	75
7	2,477	71
8	2,312	70
9	2,164	74
10	2,029	71
11	1,795	70

Table 109

Anchorage School District
White
Total Battery CAT Results
Spring 1999

Grade	Number Tested	Percentile Tested
3	2,406	69
4	2,329	70
5	2,511	75
6	2,330	73
7	2,450	72
8	2,281	72
9	2,154	73
10	2,004	71
11	1,770	68

Table 110

Anchorage School District
White
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
ITBS & TAP 1994-95 – CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	2,437	70	2,364	68	2,577	70	2,409	70		
3	Language Arts	2,440	62	2,356	58	2,561	60	2,409	58		
3	Mathematics	2,428	68	2,368	66	2,571	67	2,414	67		
3	Total Battery	2,406	69	2,333	64	2,540	66	2,381	67		
4	Reading	2,354	68	2,568	70	2,359	70	2,506	70	2,624	59
4	Language Arts	2,348	66	2,563	67	2,358	68	2,505	62	2,590	58
4	Mathematics	2,356	72	2,569	72	2,358	73	2,534	69	2,630	66
4	Total Battery	2,329	70	2,548	70	2,342	71	2,481	68		
5	Reading	2,535	70	2,362	71	2,473	70	2,534	71		
5	Language Arts	2,540	75	2,349	75	2,476	73	2,541	72		
5	Mathematics	2,526	70	2,346	70	2,470	69	2,528	67		
5	Total Battery	2,511	75	2,327	74	2,450	73	2,501	73		
6	Reading	2,347	68	2,462	67	2,492	67	2,357	69	2,473	64
6	Language Arts	2,341	72	2,461	70	2,493	71	2,351	69	2,220	62
6	Mathematics	2,340	75	2,458	72	2,492	74	2,357	73	2,473	67
6	Total Battery	2,330	73	2,435	70	2,478	72	2,331	72		
7	Reading	2,488	71	2,430	69	2,284	70	2,289	72		
7	Language Arts	2,483	68	2,429	67	2,285	66	2,295	64		
7	Mathematics	2,477	71	2,426	69	2,290	70	2,283	70		
7	Total Battery	2,450	72	2,377	68	2,249	69	2,249	70		
8	Reading	2,340	72	2,210	71	2,163	69	2,254	70	2,215	64
8	Language Arts	2,330	65	2,202	64	2,162	61	2,253	60	2,084	67
8	Mathematics	2,312	70	2,206	68	2,169	68	2,245	66	2,245	64
8	Total Battery	2,281	72	2,162	68	2,130	67	2,208	68		
9	Reading	2,168	69	2,124	66	2,187	68	1,852	67		
9	Language Arts	2,170	65	2,116	63	2,188	63	2,184	61		
9	Mathematics	2,164	74	2,123	72	2,186	72	2,187	71		
9	Total Battery	2,154	73	2,092	69	2,175	71	1,846	68		
10	Reading	2,024	69	2,011	70	2,052	69	1,669	73		
10	Language Arts	2,030	62	1,994	61	2,058	61	1,946	63		
10	Mathematics	2,029	71	2,020	71	2,053	70	1,941	72		
10	Total Battery	2,004	71	1,978	69	2,038	69	1,651	73		
11	Reading	1,798	66	1,789	64	1,765	64	1,442	65	1,666	67
11	Language Arts	1,788	59	1,776	57	1,764	57	1,659	59		
11	Mathematics	1,795	70	1,786	68	1,759	68	1,676	68	1,674	68
11	Total Battery	1,770	68	1,755	65	1,746	65	1,421	66		

Table 111

Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	18,756	3,575	19

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 112

White Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8	7-8
Number of Students	2,445	2,263	4,708
Average Credits Attempted	6.96	6.92	6.94
Average Credits Earned	6.42	6.47	6.45
Mean Grade Point Average	2.80	2.86	2.83
Average Absences per Course	5.31	5.65	5.47
Absence - GPA Correlation	-0.4295	-0.3493	-0.3906

Grade	9	10	11	12	9-12
Number of Students	2,151	2,021	1,878	1,684	7,734
Average Credits Attempted	5.94	5.97	5.86	5.17	5.76
Average Credits Earned	5.47	5.44	5.36	4.89	5.31
Mean Grade Point Average	2.74	2.64	2.69	2.91	2.74
Average Absences per Course	4.45	4.80	5.17	6.10	5.08
Absence - GPA Correlation	-0.5320	-0.4547	-0.4578	-0.4055	-0.4457

Table 113

White Distribution of Attempted Credits and Earned Marks by Area Combined Grades 9 - 12 Spring 1999

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,017.00	31%	29%	20%	11%	9%
Mathematics	6,544.75	21%	27%	26%	14%	12%
Science	6,554.75	26%	30%	23%	13%	8%
Social Studies	8,173.50	33%	27%	21%	11%	8%
All Courses	44,565.50	37%	27%	19%	10%	7%

*Includes "F," "WF," and "I."

Table 114

Anchorage School District Whites School Year Dropouts 1994-95 to 1998-99

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	34,545	774	2.24%
1997-98	34,752	848	2.44%
1996-97	34,638	846	2.44%
1995-96	35,200	899	2.55%
1994-95	35,608	890	2.50%

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and secondary programs. Individual school results were provided to schools in the spring and taken into account in the preparation of the District Report Card for 1998-1999.

The overall response rate for the school report cards was down in 1998-1999. Informal indicators that included comments from parents surveyed on their attitude toward the certificated staff evaluation process, conversations with parents, and conversations with principals and teachers indicated that many felt that there had been too many surveys conducted during the year. Some parents felt that they had given their opinion as part of the certificated staff evaluation process and did not need to comment again. Some principals indicated that there was too much activity at the end of the year. Not all schools distributed school report card materials. Table 115 shows the number of surveys returned from each school.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. When compared to last year, the overall levels of satisfaction or critical items are similar.

Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (54%) of parents indicate that they either agree (42%) or strongly agree (12%) that they are satisfied with the performance of the Anchorage School District.
- A majority (81%) of parents indicate that they either agree (45%) or strongly agree (36%) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (86%) of parents indicate that they either agree (30%) or strongly agree (56%) that they are satisfied with the performance of those who teach their children.

- A majority (71%) of students indicate that they either agree (32%) or strongly agree (39%) that their teachers treat them with respect.
- A majority (68%) of students indicate that they either agree (32%) or strongly agree (36%) that they know where to go for help if they have a problem at school.
- A majority (64%) of students indicate that they either agree (40%) or strongly agree (24%) that they understand the school work that they are given.
- A majority (63%) of the students indicate that they either agree (34%) or strongly agree (29%) that they feel welcome at school.

- A majority (78%) of staff indicate that they either agree (41%) or strongly agree (37%) that they are satisfied with their job.
- A majority (68%) of staff indicate that they either agree (30%) or strongly agree (38%) that the principal and other school staff provide needed support for working with students.
- A majority (67%) of staff indicate that they either agree (30%) or strongly agree (37%) that the principal and other school staff provide needed support for working with parents.

Some of the items were changed for 1998-1999 to shorten the parent and student surveys. For those items that remain, the results are not as positive. Staff and parents are not as positive as they were a year ago.

If the responses of parents, teachers, and students were considered as a grading scale with a "Strongly Agree" to a positive statement being equivalent to an "A," the overall response would be in the "B-" range. Parents could be said to give the District as a whole a grade of "B-" and their local school a grade of "A-." These are good marks from those community members who know the schools best.

Discussion: The primary purpose of School Report Card surveys is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions was asked of parents, students, and staff. Individual schools were allowed to add additional questions and all school surveys were individualized to included questions on the success of the individual school's goals. Information on school goal success is included in Part II of the report as part of individual school profiles.

While the overall number of parents, students, and staff responding to school report card surveys is substantial, the proportion responding differed notably from school-to-school. Those schools with the highest response rates made substantial efforts to notify parents in advance, to distribute and do an active collection of surveys at school, and to have all students and staff participate. Some schools did not distribute surveys or did very limited distributions.

There is no overall rule of thumb about what constitutes a good response to the School Report Card Surveys. All questions are worded to be positive and the hope is that most responses will be either "strongly agree" or "agree." Because of the large number of overall responses, 1 percent of Anchorage parents, students, or staff equate to about 54 parents, 197 students, or 12 staff members.

A 1997 Phi Delta Kappa sponsored Gallup Poll found that in a national sample 15 percent of public school parents gave their community schools an "A" and another 42 percent gave a "B." Parents gave the school their children attend higher grades: "A, 26%": "B, 38%" The Anchorage School District survey comparison gives the District 12 % "A" and 42 % "B"; the school 36 % "A" and 45 % "B."

Tables 116, 117, and 118 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 119, 120, and 121. Middle Level results are presented in tables 122, 123, and 124. High School results are presented in 125, 126 and 127.

While overall responses are positive at all three levels, elementary responses were the most positive. The response rate for parents was best at elementary and weakest at high school. Differences between educational levels and among schools are statistically significant. Results should be considered with caution because of the low response rates at some schools.

Table 115

Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Abbott Loop	556	64	134	12
Airport Heights	340	62	169	0
Alpenglow	560	80	327	14
Aquarian	111	0	23	10
Aurora	557	232	284	26
Baxter	467	176	243	21
Bayshore	570	59	122	0
Bear Valley	503	118	271	8
Birchwood ABC	413	172	200	13
Bowman	672	136	298	4
Campbell	534	16	250	22
Chester Valley	371	46	187	9
Chinook	564	144	268	21
Chugach Optional	257	104	67	12
Chugiak Elementary	522	182	189	25
College Gate	465	74	215	0
Creekside Park	389	0	156	9
Denali	513	118	344	8
Eagle River	392	282	218	10
Fairview	407	81	102	8
Fire Lake	377	86	176	2
Girdwood	148	24	91	0
Government Hill	415	56	0	28
Homestead	492	88	265	0
Huffman	511	86	257	2
Inlet View	260	116	102	16
Kasuun	639	2	207	5
Kennedy	272	6	114	8
Kincaid	508	2	176	17
Klatt	525	62	130	11
Lake Hood	487	106	234	15
Lake Otis	516	88	165	13
Mt. Spurr	288	136	139	13
Mt. View	431	105	115	16
Muldoon	403	13	147	5
North Star	526	60	234	15
Northern Lights ABC	512	151	139	0
Northwood	433	4	105	5
Nunaka Valley	387	50	165	13
O'Malley	484	50	264	12
Ocean View	408	44	204	11
Ptarmigan	406	18	171	0
Rabbit Creek	460	57	231	11
Ravenwood	395	12	128	0
Rogers Park	594	15	292	10
Russian Jack	417	34	154	2
Sand Lake	583	70	220	21
Scenic Park	556	22	293	11

Table 115

Anchorage School District
School Report Card Surveys
Return by School (continued)

School	Enrollment	Parent	Student	Staff
Spring Hill	550	108	229	14
Susitna	552	57	252	18
Taku	354	46	111	19
Tudor	557	51	251	26
Turnagain	428	24	244	22
Tyson, William	429	53	186	33
Ursa Major	404	5	179	20
Ursa Minor	291	0	150	17
Williwaw	562	65	170	15
Willow Crest	540	34	207	21
Wonder Park	512	74	0	12
Woods, Gladys	523	51	231	0
Polaris	249	61	229	0

School	Enrollment	Parent	Student	Staff
Bartlett	1,881	238	558	29
Benson/Search	223	0	0	0
Central	786	0	0	15
Chugiak High	2,065	151	0	51
Clark	820	82	506	37
Dimond	2,145	90	1176	69
East	1,986	91	388	82
Goldenview	875	86	691	24
Gruening	605	10	463	7
Hanshew	912	80	738	18
Mears	966	74	720	10
Mirror Lake	677	116	601	31
Romig	781	13	520	18
SAVE	244	0	113	14
Service	2,265	106	0	48
Steller*	304	0	0	0
Wendler	964	2	828	29
West	1,633	0	994	47
*Steller did a different survey system				

Table 116
Anchorage School District
Parent Report Card Survey
Number = 5,872

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	12%	42%	26%	11%	4%
The performance of my child's school.	36%	45%	10%	3%	1%
The performance of my child's teacher(s).	56%	30%	7%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	30%	49%	11%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	44%	39%	9%	3%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	30%	39%	21%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	18%	27%	33%	9%	2%
I feel welcome at school.	54%	32%	7%	2%	1%
My child is safe at school.	42%	38%	8%	3%	1%
My child is safe on the way to and from school.	36%	38%	14%	5%	2%

Table 117
Anchorage School District
Student Report Card Survey
Number = 20,622

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	21%	37%	24%	9%	5%
I am treated fairly by adults here at school.	26%	34%	21%	9%	5%
I am treated fairly by other students.	18%	38%	25%	9%	5%
I find my school work interesting.	19%	28%	29%	11%	8%
I understand the school work I am given.	24%	40%	25%	5%	2%
Our school rules are fair.	25%	28%	23%	11%	7%
My teachers treat me with respect.	39%	32%	17%	5%	3%
Student here treat me with respect.	18%	37%	26%	9%	6%
Our school rules are fairly enforced.	25%	31%	25%	9%	5%
I like school.	24%	24%	25%	9%	12%
I am safe at school.	31%	30%	21%	7%	5%
If I have a problem at school, I know where I can go for help.	36%	32%	17%	5%	4%
Have chances to participate in school activities.	40%	36%	14%	3%	2%
I use computers at school.	36%	27%	15%	7%	7%
The library/media center has the materials I need to do my school work.	24%	32%	23%	8%	5%
I feel welcome at school.	29%	34%	22%	6%	4%
I feel safe on the bus and at the bus stop.	15%	20%	36%	6%	8%

Table 118
Anchorage School District
Staff Report Card Survey
Number = 1,352

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	41%	10%	5%	1%
Involvement in decision making at the school.	19%	37%	23%	12%	7%
The District curriculum.	7%	28%	33%	18%	10%
Opportunities for training on the district curriculum and materials.	13%	33%	25%	13%	5%
We are provided with adequate information before new practices or procedures are implemented.	7%	24%	25%	22%	9%
The principal and other staff provide me with the support I need when working with students.	38%	30%	11%	8%	3%
The principal and other staff provide me with the support I need with working with parents.	37%	30%	12%	6%	2%
The administrator(s) are approachable.	53%	25%	10%	6%	3%
The administrator(s) are available if I need help.	43%	27%	12%	9%	4%
The work load in this school is equitably divided.	16%	33%	21%	16%	7%
We have freedom in our selection of materials.	26%	38%	20%	8%	3%
I have freedom in selection of teaching materials.	29%	38%	18%	5%	2%
I have input in purchase of supplemental materials.	31%	39%	20%	5%	2%
Instruction here focuses on student success in meeting the District goals.	28%	40%	15%	3%	2%
The District curriculum is well defined.	11%	38%	30%	13%	3%
Teachers here work together effectively.	30%	41%	16%	8%	2%
Staff & teachers have good working relationships.	35%	42%	12%	6%	2%
Our school rules are fairly enforced.	29%	40%	12%	11%	6%
I feel safe at school.	35%	40%	12%	7%	2%
Students are safe here.	30%	41%	14%	9%	1%
School staff are treated with respect by students.	15%	44%	16%	16%	6%
Students are treated with respect by the staff.	35%	50%	8%	2%	1%
Conference/planning time is adequate.	13%	30%	21%	19%	12%
I integrate computers/technology into instruction.	17%	37%	26%	9%	6%
Library/media resources are adequate.	15%	38%	20%	16%	5%
Students guidance and counseling are adequate.	15%	28%	21%	19%	13%
When I do good work it is recognized.	20%	38%	20%	13%	7%
Staff morale is high.	14%	38%	20%	15%	11%
We have good support from our parents.	14%	33%	24%	18%	8%
Students here are well behaved.	9%	40%	24%	14%	6%

Table 119
Elementary
Parent Report Card Survey
Number = 4,707

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	13%	42%	27%	10%	4%
The performance of my child's school.	38%	45%	9%	3%	1%
The performance of my child's teacher(s).	62%	27%	5%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	33%	49%	10%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	48%	38%	7%	2%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	34%	39%	18%	3%	1%
I am invited to make suggestions about the library materials to be included or excluded.	19%	28%	32%	9%	2%
I feel welcome at school.	58%	30%	6%	1%	1%
My child is safe at school.	47%	37%	6%	2%	1%
My child is safe on the way to and from school.	40%	35%	12%	5%	3%

Table 120
Elementary
Student Report Card Survey
Number = 11,558

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	27%	39%	20%	6%	3%
I am treated fairly by adults here at school.	37%	33%	16%	6%	3%
I am treated fairly by other students.	21%	35%	23%	10%	6%
I find my school work interesting.	28%	31%	23%	7%	6%
I understand the school work I am given.	30%	39%	21%	4%	2%
Our school rules are fair.	37%	27%	17%	8%	6%
My teachers treat me with respect.	55%	25%	11%	3%	2%
Student here treat me with respect.	21%	36%	23%	9%	7%
Our school rules are fairly enforced.	36%	29%	19%	6%	5%
I like school.	35%	24%	19%	6%	11%
I am safe at school.	46%	27%	14%	4%	3%
If I have a problem at school, I know where I can go for help.	48%	26%	12%	3%	3%
Have chances to participate in school activities.	49%	30%	11%	3%	2%
I use computers at school.	46%	21%	12%	6%	8%
The library/media center has the materials I need to do my school work.	32%	30%	19%	7%	5%
I feel welcome at school.	40%	29%	16%	5%	4%
I feel safe on the bus and at the bus stop.	16%	13%	38%	4%	8%

Table 121
Elementary
Staff Report Card Survey
Number = 773

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	42%	9%	4%	1%
Involvement in decision making at the school.	21%	42%	24%	8%	4%
The District curriculum.	7%	28%	32%	19%	9%
Opportunities for training on the district curriculum and materials.	16%	34%	24%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	7%	24%	25%	23%	8%
The principal and other staff provide me with the support I need when working with students.	43%	29%	11%	5%	2%
The principal and other staff provide me with the support I need with working with parents.	42%	28%	11%	4%	2%
The administrator(s) are approachable.	57%	25%	8%	5%	3%
The administrator(s) are available if I need help.	45%	25%	11%	9%	3%
The work load in this school is equitably divided.	18%	35%	20%	14%	7%
We have freedom in our selection of materials.	26%	37%	21%	7%	3%
I have freedom in selection of teaching materials.	30%	38%	19%	6%	2%
I have input in purchase of supplemental materials.	32%	40%	20%	5%	2%
Instruction here focuses on student success in meeting the District goals.	34%	40%	12%	2%	1%
The District curriculum is well defined.	12%	39%	29%	11%	3%
Teachers here work together effectively.	33%	40%	15%	7%	2%
Staff & teachers have good working relationships.	38%	41%	12%	6%	1%
Our school rules are fairly enforced.	36%	41%	12%	7%	3%
I feel safe at school.	43%	39%	10%	4%	1%
Students are safe here.	37%	40%	12%	5%	1%
School staff are treated with respect by students.	19%	46%	15%	13%	4%
Students are treated with respect by the staff.	42%	46%	5%	2%	1%
Conference/planning time is adequate.	9%	24%	21%	24%	16%
I integrate computers/technology into instruction.	14%	38%	28%	10%	5%
Library/media resources are adequate.	16%	38%	18%	18%	6%
Students guidance and counseling are adequate.	9%	21%	21%	23%	21%
When I do good work it is recognized.	22%	40%	19%	10%	5%
Staff morale is high.	15%	40%	21%	14%	7%
We have good support from our parents.	17%	33%	20%	17%	10%
Students here are well behaved.	10%	42%	21%	12%	6%

Table 122
Middle Level
Parent Report Card Survey
Number = 463

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	16%	46%	23%	10%	3%
The performance of my child's school.	38%	42%	13%	4%	1%
The performance of my child's teacher(s).	41%	42%	11%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	26%	53%	11%	5%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	36%	42%	13%	4%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	19%	40%	31%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	12%	28%	39%	9%	2%
I feel welcome at school.	46%	40%	8%	2%	1%
My child is safe at school.	34%	43%	13%	3%	1%
My child is safe on the way to and from school.	28%	44%	16%	6%	2%

Table 123
Middle Level
Student Report Card Survey
Number = 5,067

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	14%	41%	27%	10%	4%
I am treated fairly by adults here at school.	13%	36%	27%	13%	7%
I am treated fairly by other students.	12%	40%	29%	10%	5%
I find my school work interesting.	5%	22%	39%	18%	12%
I understand the school work I am given.	15%	41%	31%	7%	3%
Our school rules are fair.	10%	28%	30%	17%	11%
My teachers treat me with respect.	19%	40%	26%	8%	4%
Student here treat me with respect.	12%	38%	30%	9%	6%
Our school rules are fairly enforced.	12%	33%	32%	12%	7%
I like school.	10%	23%	32%	13%	17%
I am safe at school.	15%	38%	29%	9%	5%
If I have a problem at school, I know where I can go for help.	23%	39%	22%	6%	4%
Have chances to participate in school activities.	31%	44%	16%	3%	2%
I use computers at school.	27%	34%	19%	10%	6%
The library/media center has the materials I need to do my school work.	18%	37%	26%	8%	4%
I feel welcome at school.	14%	39%	30%	7%	4%
I feel safe on the bus and at the bus stop.	17%	32%	28%	8%	7%

Table 124
Middle School
Staff Report Card Survey
Number = 189

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	39%	40%	11%	8%	1%
Involvement in decision making at the school.	24%	41%	16%	14%	4%
The District curriculum.	6%	34%	33%	16%	7%
Opportunities for training on the district curriculum and materials.	12%	37%	27%	12%	3%
We are provided with adequate information before new practices or procedures are implemented.	11%	27%	24%	24%	5%
The principal and other staff provide me with the support I need when working with students.	37%	34%	9%	10%	1%
The principal and other staff provide me with the support I need with working with parents.	38%	34%	11%	5%	1%
The administrator(s) are approachable.	59%	27%	5%	5%	2%
The administrator(s) are available if I need help.	51%	30%	11%	5%	1%
The work load in this school is equitably divided.	20%	32%	16%	24%	5%
We have freedom in our selection of materials.	32%	40%	21%	5%	1%
I have freedom in selection of teaching materials.	34%	38%	20%	3%	1%
I have input in purchase of supplemental materials.	33%	37%	23%	4%	2%
Instruction here focuses on student success in meeting the District goals.	29%	40%	15%	5%	2%
The District curriculum is well defined.	10%	40%	30%	15%	4%
Teachers here work together effectively.	28%	50%	14%	5%	1%
Staff & teachers have good working relationships.	40%	44%	11%	2%	1%
Our school rules are fairly enforced.	30%	44%	12%	12%	2%
I feel safe at school.	32%	44%	10%	11%	1%
Students are safe here.	29%	48%	11%	10%	-
School staff are treated with respect by students.	9%	40%	19%	27%	4%
Students are treated with respect by the staff.	28%	56%	11%	3%	-
Conference/planning time is adequate.	30%	39%	17%	7%	4%
I integrate computers/technology into instruction.	24%	34%	27%	8%	5%
Library/media resources are adequate.	24%	47%	18%	7%	2%
Students guidance and counseling are adequate.	22%	41%	24%	11%	2%
When I do good work it is recognized.	24%	41%	18%	12%	4%
Staff morale is high.	21%	43%	22%	12%	1%
We have good support from our parents.	14%	28%	24%	10%	1%
Students here are well behaved.	8%	34%	28%	20%	5%

Table 125
High School
Parent Report Card Survey
Number = 702

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	8%	43%	22%	15%	5%
The performance of my child's school.	21%	46%	18%	7%	2%
The performance of my child's teacher(s).	31%	42%	13%	5%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	20%	49%	16%	8%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	24%	42%	15%	9%	3%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	16%	35%	31%	8%	2%
I am invited to make suggestions about the library materials to be included or excluded.	12%	22%	39%	11%	4%
I feel welcome at school.	34%	39%	13%	4%	2%
My child is safe at school.	17%	46%	20%	5%	2%
My child is safe on the way to and from school.	18%	47%	21%	5%	1%

Table 126
High School
Student Report Card Survey
Number = 3,997

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	12%	28%	29%	15%	10%
I am treated fairly by adults here at school.	13%	38%	28%	11%	6%
I am treated fairly by other students.	15%	43%	26%	7%	4%
I find my school work interesting.	11%	25%	35%	15%	9%
I understand the school work I am given.	18%	41%	28%	6%	3%
Our school rules are fair.	10%	30%	32%	14%	8%
My teachers treat me with respect.	18%	41%	24%	7%	4%
Student here treat me with respect.	14%	40%	29%	7%	4%
Our school rules are fairly enforced.	12%	33%	32%	13%	6%
I like school.	12%	27%	32%	12%	11%
I am safe at school.	10%	30%	32%	13%	10%
If I have a problem at school, I know where I can go for help.	17%	38%	24%	8%	6%
Have chances to participate in school activities.	23%	42%	20%	6%	4%
I use computers at school.	20%	36%	22%	10%	7%
The library/media center has the materials I need to do my school work.	11%	32%	31%	12%	7%
I feel welcome at school.	14%	39%	31%	7%	4%
I feel safe on the bus and at the bus stop.	12%	25%	38%	7%	9%

Table 127
High School
Staff Report Card Survey
Number = 390

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	34%	41%	12%	6%	1%
Involvement in decision making at the school.	13%	27%	24%	18%	13%
The District curriculum.	5%	25%	33%	15%	14%
Opportunities for training on the district curriculum and materials.	9%	30%	27%	13%	9%
We are provided with adequate information before new practices or procedures are implemented.	6%	23%	27%	21%	12%
The principal and other staff provide me with the support I need when working with students.	30%	30%	13%	12%	5%
The principal and other staff provide me with the support I need with working with parents.	26%	32%	15%	10%	4%
The administrator(s) are approachable.	42%	26%	15%	10%	4%
The administrator(s) are available if I need help.	35%	30%	15%	12%	5%
The work load in this school is equitably divided.	12%	29%	27%	17%	10%
We have freedom in our selection of materials.	23%	40%	19%	10%	3%
I have freedom in selection of teaching materials.	25%	40%	17%	6%	3%
I have input in purchase of supplemental materials.	28%	39%	19%	7%	3%
Instruction here focuses on student success in meeting the District goals.	19%	40%	20%	6%	3%
The District curriculum is well defined.	8%	36%	32%	14%	4%
Teachers here work together effectively.	24%	40%	18%	10%	4%
Staff & teachers have good working relationships.	27%	44%	11%	10%	4%
Our school rules are fairly enforced.	16%	36%	14%	18%	13%
I feel safe at school.	21%	41%	17%	13%	5%
Students are safe here.	16%	41%	20%	14%	4%
School staff are treated with respect by students.	10%	43%	18%	17%	9%
Students are treated with respect by the staff.	24%	56%	13%	3%	1%
Conference/planning time is adequate.	13%	[illegible]8%	22%	15%	7%
I integrate computers/technology into instruction.	19%	38%	24%	9%	6%
Library/media resources are adequate.	10%	35%	26%	18%	5%
Students guidance and counseling are adequate.	23%	35%	21%	14%	4%
When I do good work it is recognized.	15%	32%	21%	17%	12%
Staff morale is high.	7%	31%	19%	17%	24%
We have good support from our parents.	7%	35%	33%	16%	4%
Students here are well behaved.	6%	39%	29%	15%	6%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The School Board conducts public hearings in September during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cable cast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air.

If you would like more information on how to provide suggestions or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 269-2131 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of $6,204 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than any other Alaska District. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 128

1995-96 through 1997-98 Actual Expenditures, 1998-99 and 1999-00 Budgeted for General Fund

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
1999-00	$328,376,412*	50,201**	$6,541*
1998-99	$313,806,375*	48,219	$6,508*
1997-98	$302,786,900	47,613	$6,359
1996-97	$283,335,043	46,470	$6,097
1995-96	$281,381,980	46,447	$6,058

* Budgeted
** Projected enrollment

Question: How do the performances of individual schools vary on the indicators used in the profile?

Answer: While the overall District indicators are very positive with norm referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there are substantial differences in the test scores of individual schools.

Some schools are boundary free providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located.

The individual school profiles include many of the factors which affect performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the expected national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced price lunch, the lowest stability, and the highest student mobility. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year show that they make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, stability and mobility information, and the identification of special programs offered in the school. Secondary schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and talking with students and staff can provide a real sense of the vitality and character of an Anchorage school.

There is a focus on achievement in the school profiles. The achievement indicators include norm referenced test scores earned by students in the spring of 1999. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have for the most part actually changed school buildings but are following the normal path of Anchorage students so they are included in measures of growth.

Tables 129 which begins the section provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from three to five goals, two of which must address improving student achievement or the instructional program. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1998-99. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year, to fulfill District and state requirements.

The next section shows the average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 50th percentile. While this does not mean that an individual student is "above average," it means that on the whole Anchorage students do quite well. At every grade level, more than 58 percent of the continuing

Anchorage students are showing the expected full year or more of academic growth as measured on the norm referenced tests.

The next section shows the five year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4, 6, and 8 as well as the Reading and Mathematics scores for grade 11. There is a consistent pattern of scores which show strong academic achievement. The above average norm referenced test performance is consistent with the above average ACT/SAT history of our college bound students.

Elementary retention rates, free and reduced price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools show that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes and have a high student mobility. These are the schools where the task of education is most difficult and where teachers have to work the hardest to help students achieve. Schools with the greatest needs have some additional support from special programs such as Even Start, Title I, Bilingual Education, Migrant Education, and the Anchorage Underachieving Schools program. Examination of the tables which follow provides insight into the size, diversity, and achievement of Anchorage - one of the ninety largest public school districts in the United States.

Table 129

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	**Level of Achievement**
Increase academic excellence	Partially Attained
Establish a supportive learning environment	Attained
Ensure public accountability	Attained

BUDGET*	
1997-98 Expenditures	$302,786,900
1998-99 Budgeted Amount	$313,806,375
1999-00 Adopted Budget	$328,376,412

*Dollars budgeted or expended are general fund only.

Anchorage School District Overview

School Report Card Statement

The Anchorage School Board, Superintendent and District staff committed that:

- all students will acquire basic skills and strategies to read independently by the end of the third grade.
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling.
- student performance standards will be adopted in the areas of reading, mathematics and Language Arts.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
49,551	Elementary 102% Middle Level 83% High School 98%	8,742	1,862	4,540

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,913.6	49,019.5	93.6%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	115	Special Ed. Aides	238.24
Classroom Teachers	1989.5	Title I Coordinators	15.5
Librarians	73.5	Bilingual Tutors	93.09
Special Education Teachers	355	Indian Ed. Tutor/Counselor	17.2
Pre-School Teachers	5	Library Aides	4
Art Teachers	30.9	Title I Tutor/TA	12
Music Teacher	53.4	Title I Parent Worker	21
Physical Ed. Teacher	55.7	Teacher Assistants/Aides	38.45
Gifted Teacher	29	Migrant Ed. Tutor	1
Bilingual Teachers	36	Pre-School Aides	8
Counselors	72.93	Interpreter	1
Nurses	71.45	Title VII Specialist	1
Headmaster	1	Title VII Secretary/FSSC	1
		Clerical Support	233.3
		Custodians	270.8
		International Tutors	8.6

Special Programs: Bilingual Ed., Title I, Title VII, Slingerland for grades 1-6, Full day Kindergarten, Intensive needs sites, Indian Ed., Migrant Ed., Computer Labs, Gifted sites, Community Schools, Open Optional, Special Ed Pre-school, Breakfast program, Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-8, Underachieving, Children in transition, Resolving conflicts creatively (RCCP)

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
32,551	4,334	5,893	4,299	2,520	17,046	49,597
65.63%	8.74%	11.88%	8.67%	5.08%	34.37%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	27,778	8,836	31
	Middle Level	8,310	1,792	21

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT									
Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	66	20	17	13	15	5	325	192	653
Percent Not Promoted	1.6%	.50%	.42%	.33%	.35%	.13%	8.51%	5.42%	2.10%

STUDENT POPULATION MOBILITY							
	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	27,918	3,112	2,223	2,368	2,292	9,995	35.8%
Sec.	21,095	2,422	3,613	1,323	1,291	8,649	41.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	6,553	4,666	4,703	2,788	34,545	53,267
% in One Sch.	70.23%	80.58%	75.14%	75.86%	83.31%	80.34%
% in Same Sch.	52.16%	56.73%	51.44%	53.37%	59.64%	57.40%

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	60	58	53
	No.	3,817	3,696	3,769	3,528
Reading Comprehension	%ile	61	58	60	63
	No.	3,809	3,701	3,772	3,525
Total Reading	**%ile**	**61**	**60**	**61**	**60**
	No.	3,801	3,690	3,765	3,524
Language Mechanics	%ile	47	58	71	68
	No.	3,813	3,692	3,776	3,516
Language Expression	%ile	58	58	64	62
	No.	3,806	3,693	3,773	3,519
Total Language	**%ile**	**53**	**59**	**68**	**66**
	No.	3,796	3,686	3,770	3,514
Math Computation	%ile	58	62	57	66
	No.	3,823	3,706	3,765	3,523
Math Concepts and Applications	%ile	60	65	67	70
	No.	3,805	3,696	3,759	3,522
Total Mathematics	**%ile**	**60**	**65**	**64**	**68**
	No.	3,793	3,689	3,751	3,514
Total Battery	**%ile**	**60**	**62**	**67**	**66**
	No.	3,749	3,646	3,729	3,491
Word Analysis	%ile	52			
	No.	3,826			
Study Skills	%ile		66	60	63
	No.		3685	3,757	3,514
Spelling	%ile	51	54	53	50
	No.	3,810	3,699	3,777	3,527
Science	%ile	60	61	51	55
	No.	3,803	3,685	3,757	3,512
Social Studies	%ile	59	57	64	59
	No.	3,798	3,679	3,755	3,508

Anchorage School District Achievement

Cat Percentile Rank Scores and Number Tested (continued)

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	58	63	53	57	57
	No.	3,689	3,418	3,188	2,868	2,532
Reading Comprehension	%ile	64	64	62	63	60
	No.	3,689	3,413	3,192	2,866	2,530
Total Reading	**%ile**	**62**	**65**	**60**	**62**	**59**
	No.	3,687	3,410	3,185	2,863	2,526
Language Mechanics	%ile	66	62	59	57	55
	No.	3,691	3,403	3,198	2,878	2,535
Language Expression	%ile	53	55	58	54	51
	No.	3,687	3,402	3,198	2,873	2,522
Total Language	**%ile**	**60**	**59**	**59**	**56**	**53**
	No.	3,684	3,395	3,193	2,866	2,515
Math Computation	%ile	61	52	63	60	60
	No.	3,684	3,372	3,197	2,874	2,533
Math Concepts and Applications	%ile	65	74	71	70	67
	No.	3,683	3,374	3,191	2,872	2,534
Total Mathematics	**%ile**	**64**	**64**	**68**	**65**	**65**
	No.	3,681	3,366	3,190	2,871	2,531
Total Battery	**%ile**	**64**	**65**	**65**	**64**	**61**
	No.	3,626	3,315	3,161	2,827	2,487
Study Skills	%ile	58	50	60	53	52
	No.	3,685	3,380	3,188	2,875	2,533
Spelling	%ile	50	49	52	49	46
	No.	3,695	3,408	3,196	2,874	2,535
Science	%ile	64	79	67	67	60
	No.	3,686	3,371	3,182	2,874	2,536
Social Studies	%ile	66	64	66	62	58
	No.	3,681	3,375	3,181	2,866	2,523

Anchorage School District Achievement

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	2,588	2,303	2,319	2,295	2,164
SAT	Percent Tested	57%	56%	58%	55%	54%
	Verbal	523	526	522	528	449
	Math	530	533	527	529	505
ACT	Percent Tested	25%	26%	26%	30%	32%
	English	22.2	22.5	21.8	22.0	21.9
	Math	23.4	23.9	23.6	22.7	22.4

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned			
	9th	10th	11th	12th
Language Arts	0.88	0.90	0.96	0.99
Mathematics	0.84	0.84	0.73	0.42
Science	0.86	0.83	0.80	0.41
Social Studies	0.90	0.92	0.98	0.99
Others	1.83	1.79	1.76	1.99
Total	5.32	5.28	5.23	4.81

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	2593	30.0	38.4	31.6	64	64
	Lang. Arts	2591	23.9	33.3	42.8	55	63*
	Math	2596	29.1	29.6	41.3	64	70*
5	Reading	2738	32.0	37.3	30.7	65	65
	Lang. Arts	2738	21.2	36.5	42.3	65	72*
	Math	2734	35.7	34.5	29.8	70	68*
6	Reading	2469	34.1	37.2	28.6	64	63*
	Lang. Arts	2454	33.9	40.2	25.9	72	70*
	Math	2451	24.0	36.4	39.5	68	73*
7	Reading	2327	24.3	40.3	35.4	61	64*
	Lang. Arts	2321	37.7	36.8	25.5	67	63*
	Math	2323	34.4	38.4	27.3	69	67*
8	Reading	2687	26.6	41.9	31.4	67	68*
	Lang. Arts	2670	34.7	40.5	24.8	66	62*
	Math	2642	28.5	47.5	24.0	68	67*
9	Reading	2431	35.7	41.1	23.2	66	62*
	Lang. Arts	2432	28.2	41.2	30.7	61	62
	Math	2438	21.1	42.9	36.0	67	71*
10	Reading	2299	26.1	42.2	31.6	63	65*
	Lang. Arts	2301	34.0	40.0	26.0	62	60*
	Math	2308	32.6	43.8	23.5	72	69*
11	Reading	1980	41.4	38.1	20.5	69	62*
	Lang. Arts	1976	40.3	39.5	20.2	64	57*
	Math	1998	35.1	41.9	23.0	72	68*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	3,129	30.0	37.9	32.1	62	62
	Lang. Arts	3,121	24.1	32.5	43.4	53	61*
	Math	3,136	28.8	29.8	41.4	62	67*
5	Reading	3,259	32.6	37.3	30.1	64	63
	Lang. Arts	3,249	21.5	37.0	41.5	64	70*
	Math	3,249	35.6	34.2	30.2	68	66*
6	Reading	3,021	34.1	37.0	28.9	63	62*
	Lang. Arts	3,005	34.5	40.0	25.5	71	68*
	Math	2,994	24.3	36.9	38.8	66	71*
7	Reading	3,134	24.2	39.4	36.3	61	64*
	Lang. Arts	3,131	35.4	38.3	26.3	66	62*
	Math	3,128	33.4	38.8	27.7	68	67*
8	Reading	2,939	26.7	41.9	31.4	66	67*
	Lang. Arts	2,915	34.3	40.5	25.2	64	61*
	Math	2,890	28.8	46.3	24.9	67	66*
9	Reading	2,665	35.8	40.8	23.4	66	62*
	Lang. Arts	2,663	28.3	41.2	30.5	61	61
	Math	2,675	21.3	43.1	35.6	66	70*
10	Reading	2,435	26.4	41.9	31.7	62	64*
	Lang. Arts	2,438	34.2	39.6	26.2	61	58*
	Math	2,444	32.9	43.9	23.2	71	68*
11	Reading	3,132	41.6	38.1	20.4	68	61*
	Lang. Arts	2,124	40.3	39.4	20.2	63	55*
	Math	2,152	35.0	42.3	22.6	70	67*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	60	63	64	64	54
	Total Lang. Arts	59	63	63	56	54
	Total Mathematics	65	67	69	62	61
	Total Battery	62	65	66	61	-
6	Total Reading	60	60	61	61	58
	Total Lang. Arts	66	65	66	63	57
	Total Mathematics	68	67	68	67	62
	Total Battery	66	65	66	64	-
8	Total Reading	65	64	63	63	59
	Total Lang. Arts	59	59	57	55	62
	Total Mathematics	64	63	64	62	59
	Total Battery	65	64	64	62	-
11	Total Reading	59	58	58	58	62
	Total Lang. Arts	53	53	51	53	-
	Total Mathematics	65	64	63	63	62
	Total Battery	61	61	60	60	-

APPENDIX A

Advanced Placement Examinations

Table 1
Advanced Placement Examinations 1998-1999
Overall Anchorage Performance

Score Level	Number	Percent of Total
Five	231	14
Four	372	23
Three	520	32
Two	374	23
One	105	7
Total Three or Higher	1,123	70
Total Tested	1,602	

Table 2
Advanced Placement Examinations 1998-1999
Anchorage High School Performance

School/District	Number Tested	Number Three or Higher	Percent of Total
Bartlett	192	110	57
Chugiak	280	210	75
Dimond	438	265	61
East	118	84	71
Service	437	349	80
West	136	104	77
Steller	1	1	100
District Total	1,602	1,123	70

Table 3
Advanced Placement Examinations 1998-1999
Anchorage, Alaska, and National Performance

District/Area	Number Tested	Average Score
Anchorage	1,602	3.16
Alaska Excluding Anchorage	1,040	2.98
Alaska	2,642	3.09
Western U.S.	289,683	3.05
All Tested	1,149,515	3.02

Profile of Performance
1998/99

Part II

Anchorage School District
Profile of Performance
1998-99

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Anchorage School District
Profile of Performance
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Anchorage School District
Profile of Performance
1998-99

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Anchorage School District
Profile of Performance
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Table 130

Abbott Loop School Overview

Statement of Program

Abbott Loop Elementary School houses a K-6 traditional program with a full-day kindergarten program. Abbott Loop emphasizes academic achievement and mastery of the basics for all students. The academic staff includes classroom teachers, music teacher, P. E. teacher, librarian, and bilingual tutors. A full time nurse is also available. An art teacher, orchestra teacher, speech specialist and psychologist provide instruction and services. Special education teachers provide both in-class and individualized instruction.

Abbott Loop has a student assistant team and is a partner in the student advocate team which consists of a community medical representative, social worker, counselor, and the school nurse. The team meets once a month to hear school cases that do not meet student assistance case requirements or needs.

Abbott Loop's traditional setting, aimed at a variety of teaching styles and learning styles, provides the following: a curriculum designed to offer a variety of options and experiences; a discipline policy aimed at pupil responsibility for appropriate behavior; activities that promote self direction, mutual respect, decision making, critical thinking, and net worth; a comprehensive evaluation process based on planning and selection of appropriate materials to note growth and outcomes. Abbott Loop also has a before and after school child care program.

SCHOOL GOALS

Goal	Level of Achievement
Abbott Loop students will increase mastery of reading skills.	Attained
Abbott Loop will increase mastery of pupils' spelling scores by 15% as measured by pre and post spelling tests.	Attained
Abbott Loop will promote a total Health/Safety environment to include School wide behavior program, social skills training and fitness and well being.	Attained

BUDGET*

1997-98 Expenditures	$1,987,534
1998-99 Budgeted Amount	$1,909,923
1999-00 Adopted Budget	$2,054,792

*Dollars budgeted or expended are general fund only.

Abbott Loop School Overview

Abbott Loop School Report Card Statement

Abbott Loop Elementary School **Bonnie Wallace**

This has been a very successful year for Abbott Loop Elementary School. As we prepare for a more standards based curriculum delivery our school report card goals incorporated a new way of assessing student learning rather than the traditional use of standardized test scores only. This was a trial year for teachers to become familiar with a variety of assessment tools and data collection. Abbott Loop parents and staff developed the school goals for the 1998-99 school year and below is a summary of our progress.

Abbott Loop students will increase mastery of reading skills.
- Teachers developed a school wide reading program
- Through assessment struggling and reluctant readers were identified and individual reading programs were developed.
- Use of literature circles.
- Guest readers.
- Increased "leveled" reading materials available to students.
- Cross age tutoring.
- Use of running records.

Abbott Loop will increase mastery of pupils' spelling scores by 15% as measured by pre and post spelling tests.
- Teachers used a variety of spelling and developmental strategies for students in all grades. Scores did improve significantly in this area.

Abbott Loop will promote a total Health/Safety environment to include School wide behavior program, social skills training and fitness and well being.

A school wide behavior plan was initiated using Project ACHIEVE, STOP AND THINK and The STEP program. In that there was no previous data on serious behavior infractions, this year was to obtain base lines on behavior incidents. There were only two students with out of school suspensions this year. Of 97 Step Three incidents only 27 of them were for fighting. Students were not detained outside the school office for long periods of time and behavior issues were dealt with in a timely manner and improvement was noted for all students with significant behavior issues.

Abbott Loop School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
556	113%	72	8	66

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
540.8	571.8	94.5%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	-	14	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.5
Classroom Teachers	22.0	Teacher Assistants/Aides	2.5
Special Education Teachers	4.0	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers[1]	1.1		
Nurses	1.0		
Special Programs: Bilingual Ed., Full-Day Kindergarten, Intensive Needs site			

Abbott Loop School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
331	60	75	60	29	224	555
59.64%	10.81%	13.51%	10.81%	5.23%	40.36%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	556	176	31%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
556	45	36	39	61	181	32.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	91	69	81	33	382	657
% in One Sch.	72.53%	81.16%	66.67%	78.79%	80.63%	77.63%
% in Same Sch.	58.24%	60.87%	51.85%	54.55%	60.99%	59.06%

Abbott Loop School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	47	57	54	38
	No.	60	77	61	71
Reading Comprehension	%ile	48	55	49	53
	No.	59	77	60	71
Total Reading	**%ile**	**47**	**56**	**53**	**45**
	No.	59	77	60	71
Language Mechanics	%ile	41	42	66	47
	No.	60	76	62	70
Language Expression	%ile	54	50	56	49
	No.	58	76	61	71
Total Language	**%ile**	**49**	**46**	**61**	**49**
	No.	58	76	61	70
Math Computation	%ile	53	51	45	57
	No.	63	77	62	71
Math Concepts and Applications	%ile	51	56	61	49
	No.	58	77	61	71
Total Mathematics	**%ile**	**55**	**54**	**53**	**51**
	No.	57	77	61	71
Total Battery	**%ile**	**49**	**51**	**56**	**48**
	No.	56	76	60	70
Word Analysis	%ile	45			
	No.	63			
Study Skills	%ile		65	53	54
	No.		75	61	71
Spelling	%ile	49	42	51	42
	No.	60	76	61	71
Science	%ile	43	60	44	42
	No.	61	76	61	71
Social Studies	%ile	49	47	61	44
	No.	60	76	61	71

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	56	66	59	45	46
4	Total Lang. Arts	45	69	55	46	46
4	Total Mathematics	54	70	65	58	49
6	Total Reading	45	41	52	53	53
6	Total Lang. Arts	49	51	62	55	54
6	Total Mathematics	51	45	61	56	64

Abbott Loop School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	74	66	89	3	3	2
4	82	77	94	0	0	5
5	90	87	97	0	1	8
6	75	71	95	1	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	54	31.5	33.3	35.2	51	55
	Lang. Arts	55	36.4	29.1	34.5	48	47
	Math	59	28.8	35.6	35.6	51	54
5	Reading	45	42.2	33.3	24.4	64	61
	Lang. Arts	45	37.8	28.9	33.3	73	68
	Math	46	45.7	26.1	28.3	72	66
6	Reading	50	32.0	44.0	24.0	60	54
	Lang. Arts	49	38.8	36.7	24.5	64	58
	Math	50	32.0	32.0	36.0	55	58

* Indicates Significant Difference in Means at .05 level.

Table 131

Airport Heights School Overview

Statement of Program

Airport Heights Elementary provides a complete school experience for children grades K-6 including both regular and special education. Each child receives regular scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning and an optimistic approach to the future.

SCHOOL GOALS

Goal	Level of Achievement
All teachers in grades K-6 will implement the new health curriculum: The Great Body Shop.	Attained
Improve school climate, thereby making school an enjoyable and safe learning environment for students.	Attained
Students will improve their reading fluency, decoding and comprehension skills.	Attained

BUDGET*

1997-98 Expenditures	$1,260,391
1998-99 Budgeted Amount	$1,333,784
1999-00 Adopted Budget	$1,374,775

*Dollars budgeted or expended are general fund only.

Airport Heights School Overview

School Report Card Statement

Airport Heights Elementary School **Karen Reeve**

This year the school had three significant goals to work on. We established our goals through a needs assessment survey and collaborative meetings with our parents and staff. We embarked on a mission to: 1) implement the new health curriculum; 2) improve school climate; and 3) improve reading comprehension.

The new health curriculum, The Great Body Shop, was successfully implemented this year. Staff, students, and parents made favorable comments regarding the new materials. The curriculum is very user friendly and allows teachers to expand upon the topics presented based on the students' needs and the time constraints in the school day. Several faculty members want to supplement the new curriculum with more conflict resolution and personal safety lessons.

The school climate goal was very successful in reducing the referrals to the office. We received a Safe and Drug Free School Grant. The bulk of the grant went to support after school activities for our students. There were several other significant activities that decreased the number of incidents out of the playground: 1) 2 intermediate teachers opened their classrooms during lunch recess and allowed students to stay indoors; 2) extra support/supervision was provided for repeat offenders; and 3) the Noon Duty Attendants were dedicated, responsible individuals.

In addition to the School Report Card Goal in reading we continued to work on our primary reading plan to support the Anchorage School District goal to have every student reading independently by third grade. We identified the struggling young readers, provided on-going assessment and extra instruction for them. We were successful in meeting our goal of 75% of our students making a year's growth in a year's time. We also were successful in meeting our goal of having 150 students completed our recreational reading program by reading daily for 5 months.

Airport Heights School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
340	94%	65	3	33

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
318.8	340.7	93.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	3	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	8.1
Classroom Teachers	13.0	Indian Education Tutor/Counselor	.4
Librarians	1.0	Teacher Assistants/Aides	2.0
Special Education Teachers	4.5	Bilingual Tutor	1.0
Music Teachers	.8	Clerical Support Staff	1.5
Art Teachers	.4	Custodians	2.0
Physical Education Teachers	.8		
Nurses	.5		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Intensive Needs Site

Airport Heights School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
187	39	56	27	28	150	337
55.49%	11.57%	16.62%	8.01%	8.31%	44.51%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	340	145	42%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	4	2	0	7
Percent Not Promoted	0%	2.0%	0%	9.3%	3.8%	0%	2.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
340	25	36	19	34	114	33.5%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	68	29	51	30	203	386
% in One Sch.	67.65%	72.41%	66.67%	83.33%	82.27%	76.42%
% in Same Sch.	70.59%	62.07%	49.02%	83.33%	63.55%	63.99%

Airport Heights School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	51	54	49	35
	No.	44	36	49	34
Reading Comprehension	%ile	48	59	56	58
	No.	44	36	49	34
Total Reading	**%ile**	**50**	**56**	**54**	**46**
	No.	44	36	49	34
Language Mechanics	%ile	33	63	66	52
	No.	44	36	49	34
Language Expression	%ile	45	52	60	47
	No.	44	36	49	34
Total Language	**%ile**	**38**	**59**	**63**	**49**
	No.	44	36	49	34
Math Computation	%ile	41	72	58	51
	No.	44	37	49	34
Math Concepts and Applications	%ile	55	61	56	56
	No.	44	37	49	34
Total Mathematics	**%ile**	**49**	**68**	**59**	**51**
	No.	44	37	49	34
Total Battery	**%ile**	**45**	**62**	**59**	**47**
	No.	44	36	49	34
Word Analysis	%ile	33			
	No.	44			
Study Skills	%ile		55	48	45
	No.		36	49	34
Spelling	%ile	43	54	45	37
	No.	44	36	49	34
Science	%ile	46	53	42	38
	No.	44	36	49	34
Social Studies	%ile	47	51	58	44
	No.	44	36	49	34

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	56	58	55	46	48
4	Total Lang. Arts	59	64	54	36	43
4	Total Mathematics	68	63	55	36	41
6	Total Reading	46	56	49	53	43
6	Total Lang. Arts	49	61	60	57	48
6	Total Mathematics	51	60	57	68	44

Airport Heights School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	45	44	98	0	1	0
4	38	37	97	0	1	0
5	52	49	94	0	2	1
6	34	34	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	23	13.0	39.1	47.8	41	56*
	Lang. Arts	23	4.3	30.4	65.2	29	57*
	Math	23	26.1	39.1	34.8	62	66
5	Reading	40	20.0	52.5	27.5	58	61
	Lang. Arts	40	30.0	30.0	40.0	62	67
	Math	40	30.0	40.0	30.0	63	64
6	Reading	28	28.6	42.9	28.6	54	52
	Lang. Arts	28	50.0	32.1	17.9	68	55*
	Math	28	21.4	46.4	32.1	59	59

* Indicates Significant Difference in Means at .05 level.

Table 132

Alpenglow School Overview

Statement of Program

Alpenglow Elementary School is a traditional neighborhood school that provides an exceptional K-6 program to its students and community. The instructional staff includes K-6 teachers, special education teachers, music teacher, physical education teacher, and a librarian.

Alpenglow is dedicated to offering its students a comprehensive education with an emphasis on high academic achievement, technology, creative problem solving and mastery of basic skills. There is an ongoing emphasis on the whole child: affective development, self discipline, sound-decision-making and good interpersonal skills.

Alpenglow enjoys strong parental involvement and is dedicated to continuing and expanding its partnership with the community.

SCHOOL GOALS

Goal	Level of Achievement
To positively impact student attitudes towards spelling by individualizing lessons and by exploring new instructional strategies and techniques.	Attained
To continue to focus on a balanced and comprehensive reading program that will enable reluctant/struggling readers to construct meaning from print.	Attained
To continue to expand and intensify staff development in the use of technology integration into the curriculum.	Attained
To implement a school-wide social skills and conflict resolution program.	Attained

BUDGET*

1997-98 Expenditures	$1,919,877
1998-99 Budgeted Amount	$1,903,338
1999-00 Adopted Budget	$1,860,148

*Dollars budgeted or expended are general fund only.

Alpenglow School Overview

School Report Card Statement

Alpenglow **Larry Huff**

The 1998-99 school year was one of great academic, social, and technological-skills growth. All four of the school goals were addressed cooperatively with the staff and parent community to achieve the desired outcomes. School and community commitment to achieve the goals in reading, spelling, technology, and social skills was high. Parents actively worked with the staff and students to plan, facilitate and implement activities to ensure success in all goal areas. The achievement in the academic areas was reflected in the continued improvement in overall standardized test scores. Alpenglow test scores are significantly above both the national average and the mean scores for the ASD. Our overall school program was enhanced by the work accomplished in the areas of technology and social skills instruction. We have integrated these new practices in all our goal areas and will continue to make the benefits of these practices part of our regular school operation.

Alpenglow School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
560	108%	74	21	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
543.8	568.5	95.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	9	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.0
Classroom Teachers	21.5	Bilingual Tutor	.25
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.7		
Special Programs: Bilingual Ed., Gifted, Computer Labs			

Alpenglow School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
503	15	12	12	19	58	561
89.66%	2.67%	2.14%	2.14%	3.39%	10.34%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	560	28	5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.2%	0%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
560	8	0	7	14	29	5.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	20	13	16	22	545	616
% in One Sch.	65.00%	92.31%	87.50%	86.36%	84.95%	84.58%
% in Same Sch.	40.00%	76.92%	50.00%	68.18%	69.17%	67.86%

Alpenglow School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	72	81	73	67
	No.	90	89	81	77
Reading Comprehension	%ile	73	77	71	71
	No.	90	89	81	77
Total Reading	**%ile**	**74**	**82**	**74**	**70**
	No.	90	89	81	77
Language Mechanics	%ile	61	76	79	82
	No.	90	89	81	77
Language Expression	%ile	74	84	77	75
	No.	90	89	81	77
Total Language	**%ile**	**69**	**82**	**79**	**80**
	No.	90	89	81	77
Math Computation	%ile	79	85	71	80
	No.	89	89	81	77
Math Concepts and Applications	%ile	71	84	75	81
	No.	90	89	81	78
Total Mathematics	**%ile**	**77**	**88**	**75**	**81**
	No.	89	89	81	77
Total Battery	**%ile**	**76**	**86**	**79**	**79**
	No.	89	89	81	77
Word Analysis	%ile	70			
	No.	90			
Study Skills	%ile		82	73	73
	No.		89	81	78
Spelling	%ile	65	71	66	53
	No.	90	89	81	77
Science	%ile	78	75	63	68
	No.	90	89	81	78
Social Studies	%ile	67	77	75	63
	No.	90	89	81	78

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	82	76	77	79	N/A
4	Total Lang. Arts	82	75	77	76	N/A
4	Total Mathematics	88	81	80	84	N/A
6	Total Reading	70	69	64	69	N/A
6	Total Lang. Arts	80	79	66	71	N/A
6	Total Mathematics	81	75	67	67	N/A

Alpenglow School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	98	90	92	0	4	4
4	89	89	100	0	0	0
5	83	81	98	0	2	0
6	83	78	94	0	3	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	68	25.0	44.1	30.9	83	85
	Lang. Arts	68	17.6	23.5	58.5	75	85*
	Math	68	19.1	29.4	51.5	82	91*
5	Reading	67	29.9	38.8	31.3	73	73
	Lang. Arts	66	18.2	34.8	47.0	72	79*
	Math	67	44.8	32.8	22.4	80	73*
6	Reading	65	41.5	36.9	21.5	78	72*
	Lang. Arts	65	29.2	50.8	20.0	81	80
	Math	65	10.8	30.8	58.5	68	83

* Indicates Significant Difference in Means at .05 level.

Table 133

Aurora School Overview

Statement of Program

Aurora Elementary School is located on Elmendorf Air Force Base and provides a complete program of instruction to our K-6 student population of military personnel. Realizing that military personnel are moved quite often all over the world, we emphasize teaching the basics. We utilize creativity in our instructional program, along with positive self-esteem activities, all within a structured and disciplined atmosphere. Aurora is a child centered school that believes in student achievement in academic areas as well as special activities and appropriate behavior standards. Aurora staff willingly assists students in all areas of development.

SCHOOL GOALS

Goal	Level of Achievement
To continue our school wide recreational reading program, expanding the activities which will encourage and promote a life-long love of reading in our students.	Attained
80% of students in grades 1-6 will master 75% of the words on grade level spelling benchmark lists.	Partially Attained
To continue implementing the Project Achieve program.	Attained

BUDGET*

1997-98 Expenditures	$1,761,806
1998-99 Budgeted Amount	$1,658,625
1999-00 Adopted Budget	$1,570,321

*Dollars budgeted or expended are general fund only.

Aurora School Overview

School Report Card Statement

Aurora Elementary School **Robin Pfannstiel**

Overall, 1998-99 has been a productive year for Aurora Elementary. I have observed much learning taking place, addressing different student learning modalities effectively. Student and parent surveys indicate a high degree of satisfaction with the school's curricular programs and student safety.

About a third of the teaching faculty was new to the building, either transferring from other ASD schools or new teachers. Experienced teachers provided much mentoring for the new teachers.

Highlights of the year include:

- a successful reading incentive program, The Idit-A-Read
- landscaping and beautification of school grounds by students
- improved lighting and traffic safety plans
- formation of earthquake and disaster plan
- year two of Project Achieve and schoolwide positive discipline
- organizing Aurora's first sixth grade overnight trip
- developing a building technology plan, upgrading school computers and training teachers in computer applications.

Challenges next year include familiarizing teachers and parents with newly adopted student performance standards. Also, a number of teachers received summer training in cooperative learning strategies. I would like to model and reinforce those practices for teachers next year.

Next year will be the first time in several years that only Aurora teachers and students will be together. I look forward to guiding this more cohesive faculty in order to provide students positive educational experiences.

Aurora School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
557	106%	65	5	32

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
524.0	542.7	96.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	6	9	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	22.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Bilingual Ed., Intensive Needs Site, Slingerland by grades (1-3)

Aurora School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
428	66	5	30	23	124	552
77.54%	11.96%	0.91%	5.43%	4.17%	22.46%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	557	179	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	1	0	1	0	5
Percent Not Promoted	3.3%	0%	1.5%	0%	1.4%	0%	1.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
557	42	97	14	40	193	34.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	6	36	82	27	471	622
% in One Sch.	66.67%	75.00%	63.41%	77.78%	75.58%	73.95%
% in Same Sch.	50.00%	50.00%	39.02%	59.26%	47.77%	47.27%

Aurora School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	66	60	69	59
	No.	69	68	71	74
Reading Comprehension	%ile	66	54	67	68
	No.	71	69	71	74
Total Reading	**%ile**	**68**	**58**	**70**	**66**
	No.	69	68	71	74
Language Mechanics	%ile	40	60	84	73
	No.	71	68	71	74
Language Expression	%ile	68	65	72	63
	No.	71	68	71	74
Total Language	**%ile**	**55**	**64**	**82**	**70**
	No.	71	68	71	74
Math Computation	%ile	69	67	63	55
	No.	71	69	71	74
Math Concepts and Applications	%ile	65	65	75	64
	No.	71	68	71	74
Total Mathematics	**%ile**	**68**	**68**	**71**	**59**
	No.	71	68	71	74
Total Battery	**%ile**	**65**	**63**	**77**	**66**
	No.	69	67	71	74
Word Analysis	%ile	68			
	No.	71			
Study Skills	%ile		64	67	66
	No.		68	71	73
Spelling	%ile	57	53	70	59
	No.	71	68	71	74
Science	%ile	53	57	53	56
	No.	71	68	71	73
Social Studies	%ile	56	58	70	56
	No.	71	68	71	73

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	58	64	N/A	55	48
4	Total Lang. Arts	64	61	N/A	53	58
4	Total Mathematics	68	73	N/A	65	60
6	Total Reading	66	61	N/A	48	62
6	Total Lang. Arts	70	65	N/A	60	62
6	Total Mathematics	59	64	N/A	66	60

Aurora School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	71	71	100	0	0	0
4	69	69	100	0	0	0
5	72	71	99	0	1	0
6	74	74	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	39	25.6	46.2	28.2	58	60
	Lang. Arts	39	28.2	20.5	51.3	50	65*
	Math	39	43.6	17.9	38.5	67	69
5	Reading	31	38.7	38.7	22.6	66	60
	Lang. Arts	31	22.6	25.8	51.6	63	75*
	Math	31	51.6	38.7	9.7	75	61*
6	Reading	37	21.6	51.4	27.0	51	58
	Lang. Arts	38	23.7	42.1	34.2	61	65
	Math	38	44.7	34.2	21.1	57	54

Table 134

Baxter School Overview

Statement of Program

Baxter Elementary School provides a complete K-6 program of instruction for its students. The school staff includes a librarian, physical education teacher, music teacher, special education teachers, bilingual tutor, as well as part-time services of a nurse, art teacher, speech/language specialist, school psychologist, band and orchestra instructors. The school also houses the Community School program for the Baxter area. A before and after school child care program is available for working Baxter parents.

Baxter is dedicated to offering the students of the area a well-rounded education with an emphasis on academic achievement in the basics and a balanced program that includes instruction in art, music, physical education, and an introduction to technology. A wide variety of after school activities are provided to enrich our students' elementary years. Baxter has a 1-6 grade Slingerland program for neighborhood and district-wide students with specific language needs.

Baxter is a neighborhood school and as such we recognize that a program cannot operate without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Students will approach reading with enthusiasm strengthen their comprehension of written material, and apply their reading to themselves, the community, and the world, all the while developing into life-long readers.	Partially Attained
Increase parental involvement in Baxter School activities.	Partially Attained
Baxter School and Community will promote integration and fluent use of available technology.	Attained
Baxter Elementary School will implement a staff enhancement and mentoring program.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,782,625
1998-99 Budgeted Amount	$1,710,881
1999-00 Adopted Budget	$1,606,912

*Dollars budgeted or expended are general fund only.

Baxter School Overview

School Report Card Statement

Baxter Elementary School **Todd Hess**

Baxter is a K-6 elementary school. Our student population totals 473 students with a minority population of 29%. We have an active PTA and they in conjunction with the Baxter Community School work together to provide numerous enrichment activities for our students. After school athletic activities are common. After school drama, tutoring, choral groups, along with artists and authors are additional activities supported and sponsored by our PTA and Community School.

We are fortunate to have parent and community volunteers assist teachers and students on a daily basis. This year over 65 school and community volunteers assisted our school in a NetDay. The hope was that students would continue to have the opportunity to apply a broader range of technology skills in their daily school assignments. As evidenced by the student survey we have made significant progress in this area over the last three years.

Our most important task is providing students with a quality instructional program. Our school adopted goals in reading and technology in an effort to challenge students and promote excellence in their academic achievement. Through inquiry based learning projects our students made significant progress through out the year. Substantial growth in all subject areas was demonstrated through student projects, academic grades, and a variety of assessment tools.

The CAT scores indicated similar performance in most areas from this year to last. Our goal was to improve this performance area, but we recognize that it is only one reference point when evaluating a student's progress and potential. Our school will continue to focus on reading and technology in an effort to promote and encourage student excellence.

Baxter School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
467	93%	77	8	29

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
447.4	471.6	94.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	7	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.5	Custodians	2.5
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		
Special Programs: Bilingual Ed., Community School, Computer labs, Indian Ed., Slingerland by grades (1-6), Title I			

Baxter School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
299	59	52	37	20	168	467
64.03%	12.63%	11.13%	7.92%	4.28%	35.97%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	467	148	31%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	1	0	0	1
Percent Not Promoted	0%	0%	0%	1.8%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
467	37	42	37	38	154	33.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	65	44	81	25	324	539
% in One Sch.	76.92%	77.27%	64.20%	76.00%	84.57%	79.59%
% in Same Sch.	60.00%	54.55%	50.62%	60.00%	70.37%	64.38%

Baxter School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	65	49	53	51
	No.	74	57	83	71
Reading Comprehension	%ile	53	52	54	61
	No.	75	57	85	71
Total Reading	**%ile**	**61**	**51**	**56**	**56**
	No.	74	57	83	71
Language Mechanics	%ile	49	51	70	65
	No.	74	57	85	70
Language Expression	%ile	57	46	64	58
	No.	75	57	85	70
Total Language	**%ile**	**53**	**48**	**67**	**62**
	No.	74	57	85	70
Math Computation	%ile	61	34	39	67
	No.	74	57	85	70
Math Concepts and Applications	%ile	58	49	57	65
	No.	73	56	85	70
Total Mathematics	**%ile**	**61**	**40**	**49**	**66**
	No.	73	56	85	70
Total Battery	**%ile**	**59**	**46**	**59**	**62**
	No.	71	56	83	70
Word Analysis	%ile	63			
	No.	74			
Study Skills	%ile		63	56	62
	No.		56	84	70
Spelling	%ile	51	46	47	54
	No.	74	57	85	70
Science	%ile	62	59	46	56
	No.	73	57	84	69
Social Studies	%ile	61	49	59	65
	No.	73	57	84	69

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	51	59	58	54	51
4	Total Lang. Arts	48	52	58	43	48
4	Total Mathematics	40	57	72	60	60
6	Total Reading	56	57	57	65	47
6	Total Lang. Arts	62	63	60	65	52
6	Total Mathematics	66	60	64	58	49

Baxter School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	74	75	101	0	0	0
4	57	57	100	0	0	0
5	88	85	97	0	2	1
6	71	71	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	43	37.2	37.2	25.6	54	50
	Lang. Arts	42	31.0	45.2	23.8	49	44
	Math	42	61.9	19.0	19.0	56	36*
5	Reading	67	43.3	32.8	23.9	62	56
	Lang. Arts	70	10.0	45.7	44.3	54	68*
	Math	70	40.0	35.7	24.3	60	51*
6	Reading	57	26.3	40.4	33.3	55	60
	Lang. Arts	57	29.8	38.6	31.6	68	64
	Math	57	29.8	26.3	43.9	66	68

* Indicates Significant Difference in Means at .05 level.

Table 135

Bayshore School Overview

Statement of Program

Bayshore Elementary School provides a complete K-6 program of instruction for the students. The staff includes special education resource teachers, special education teacher aides, nurse, school psychologist, speech/language specialist, bilingual tutor, classroom music teacher, band/orchestra teachers, and an art teacher.

Bayshore has full-day kindergarten and is dedicated to offering the students of the area a well-rounded educational program with emphasis placed on mastery of the basic subjects as well as music, art, and a complete after school activities program.

SCHOOL GOALS

Goal	Level of Achievement
Underachieving readers in grade 1-3 will be identified through curriculum based measures of reading fluency. These reading probes will be administered during the fall, winter, and spring of the 1998-99 school year.	Attained
Students who fall at or below the 25th percentile on the Curriculum Based Measures will be identified as underachieving readers. Underachieving readers will receive prescriptive instructional assistance from a variety of sources. The classroom teachers will create skills-based reading groups to meet the individual needs of all students. These groupings will be flexible in nature allowing students to change groups as indicated by their instructional needs. Bayshore will continue to add to its collection of supplemental reading materials to support the instructional needs of students.	Attained
The Bayshore Staff and the Bayshore PTA will work cooperatively to promote safe and healthy lifestyles in the school and the community.	Attained

BUDGET*

1997-98 Expenditures	$2,065,840
1998-99 Budgeted Amount	$1,924,848
1999-00 Adopted Budget	$2,297,038

*Dollars budgeted or expended are general fund only.

Bayshore School Overview

School Report Card Statement

Bayshore Elementary School **Fred Giddings**

Bayshore continues to have a high level of parent participation and support both at school and in the home. It is one of the few remaining "neighborhood schools" to which most children walk because it is in the geographic center of the community. It remains a stable community with one of the lowest transient rates in the city.

This year the staff and principal applied for and received grant money to focus on a school-wide reading assessment goal. We wanted quantifiable data that would give us a classroom and grade level profile of student reading performance. Curriculum based reading probes were developed from reading samples taken from material the students were utilizing in the classrooms. The reading probes provided information relative to reading fluency for each child in grades K through 6 by determining which children were struggling with reading. We focused our efforts and resources on those children in the lowest twenty-fifth percentile. Our data taken again in the winter and spring clearly demonstrates a significant number of students in the lower quartile were reading more words per minute with greater accuracy. Our goal of identifying and remediating underachieving reading was highly successful. We are quite pleased and proud of this accomplishment.

Our student population continues to grow each year. This year we finish the year at 569 children. We continue our commitment to keeping size as small as possible in grades K through 2. As a result, our class sizes in grades 3 through 6 are far too large.

Bayshore School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
570	120%	77	22	42

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
543.8	572.756	94.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	15	-
Intermediate	-	8	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	21.0	Teacher Assistants/Aides	2.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	2.5	Clerical Support Staff	1.75
Music Teachers	1.0	Custodians	2.50
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Computer labs, Full Day Kindergarten, Indian Ed., Title I

Bayshore School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
443	12	29	56	28	125	568
77.99%	2.11%	5.11%	9.86%	4.93%	22.01%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	570	50	8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
570	37	25	19	14	95	16.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	32	62	14	28	474	610
% in One Sch.	87.50%	83.87%	85.71%	92.86%	88.82%	88.36%
% in Same Sch.	59.38%	66.13%	57.14%	71.43%	64.98%	64.92%

Bayshore School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	81	68	76	55
	No.	74	79	80	61
Reading Comprehension	%ile	70	70	70	73
	No.	74	79	80	60
Total Reading	**%ile**	**77**	**70**	**76**	**66**
	No.	74	79	80	60
Language Mechanics	%ile	78	71	79	72
	No.	74	79	80	61
Language Expression	%ile	79	72	77	70
	No.	74	79	80	61
Total Language	**%ile**	**80**	**74**	**79**	**72**
	No.	74	79	80	61
Math Computation	%ile	77	81	73	64
	No.	74	79	80	61
Math Concepts and Applications	%ile	74	81	80	78
	No.	74	79	80	61
Total Mathematics	**%ile**	**78**	**83**	**80**	**72**
	No.	74	79	80	61
Total Battery	**%ile**	**81**	**77**	**81**	**71**
	No.	74	79	80	60
Word Analysis	%ile	83			
	No.	73			
Study Skills	%ile		75	71	67
	No.		79	80	61
Spelling	%ile	76	65	63	52
	No.	74	79	80	61
Science	%ile	79	67	61	67
	No.	74	79	80	61
Social Studies	%ile	72	69	72	62
	No.	74	79	80	61

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	70	75	67	72	65
4	Total Lang. Arts	74	79	74	67	62
4	Total Mathematics	83	84	89	84	76
6	Total Reading	66	72	64	68	65
6	Total Lang. Arts	72	80	67	71	60
6	Total Mathematics	72	79	79	76	62

Bayshore School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	75	74	99	0	0	1
4	81	79	98	1	0	1
5	81	80	99	1	0	0
6	62	61	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	66	21.2	45.5	33.3	68	70
	Lang. Arts	66	19.7	36.4	43.9	65	75*
	Math	66	22.7	27.3	50.0	76	84*
5	Reading	64	28.1	32.8	39.1	76	80
	Lang. Arts	64	31.3	35.9	32.8	80	82
	Math	64	39.1	31.3	29.7	85	82
6	Reading	49	38.8	32.7	28.6	72	68
	Lang. Arts	50	30.0	46.0	24.0	74	74
	Math	50	34.0	44.0	22.0	77	72

* Indicates Significant Difference in Means at .05 level.

Table 136

Bear Valley School Overview

Statement of Program

Bear Valley is a proud member of the Anchorage School District promoting excellence in education for students from kindergarten through sixth grade. Our mission is to promote a true sense of pride, respect and responsibility. Students are recognized as individuals having individual strengths and needs. Our instructional practices support this common belief. By emphasizing the necessity of working together with a cooperative spirit, students are taught the benefits of problem solving with a team approach. Challenges are set forth with the focus of success as our uncompromising standard.

Our well rounded curriculum contains art, music, band, orchestra, library skills, computer skills instruction and physical education as well as core curriculum subjects. Special needs students are incorporated into the regular program while allowing the flexibility for direct instruction to be addressed in the least restrictive and more supportive environment as is appropriate for the learner.

With a particular focus on technology within our school, the students of the Bear Valley community are being prepared for the work force of tomorrow, today. The guiding philosophy supporting this emerging technology at Bear Valley is the effective utilization of "technological tools" as devices which support and enhance the curriculum.

Parent and community involvement, participation and support of our exceptional teaching and classified staff are key ingredients to Bear Valley's fine educational program and positive learning environment.

SCHOOL GOALS

Goal	Level of Achievement
MATH COMPUTATION Our students will demonstrate significant growth in performing developmentally appropriate "math computational skills."	Attained
SPELLING Our students will demonstrate significant growth in spelling at their developmentally appropriate level.	Attained
READING Bear Valley will focus on improving reading vocabulary and comprehension skills with an emphasis on the primary grades. These goals will be accomplished by identifying reluctant/struggling readers, initiating developmentally appropriate interventions and providing contemporary, effective materials. The Anchorage School District Running Record Assessment System will be employed as the instrument of measure. Parent support and participation is a standard expectation.	Attained
GOOD CITIZENSHIP AND POSITIVE SOCIAL INTERACTION Bear Valley Students will demonstrate increased respectful and responsible behavior toward each other and toward authority figures as assessed by teachers, noon duties, bus drivers, lunch room attendants, etc. as measured by the frequency of disciplinary actions.	Attained
SCHOOL/COMMUNITY COMMUNICATION An increased emphasis on systematic, efficient and effective communication between school and community will ensue.	Attained

BUDGET*

1997-98 Expenditures	$1,826,803
1998-99 Budgeted Amount	$1,641,761
1999-00 Adopted Budget	$1,627,832

*Dollars budgeted or expended are general fund only.

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Bear Valley School Overview

School Report Card Statement

Bear Valley Elementary School **Kevin Hoyer**

At Bear Valley Elementary we take great pride in promoting positive social development, high academic standards and a healthy approach to living. Our students receive a progressive education that is designed with the future in mind and the benefit of the techniques and strategies of proven educational success. The philosophy with which we proceed uniquely combines contemporary forethought with traditional methodology. Students at Bear Valley receive the best of the past with the excitement of the intrigue of tomorrow.

We have found that the formation of an effective school report card begins with observation of our students, being attentive to the community's direction, maintaining a recognition of the knowledge of the educational professionals that are directly responsible for the education of the children and of course the necessity of good communication. Input from students, parents, community members is imperative to the process however, it is the teaching professionals, trained and experienced, that must be recognized as "the deliverers" and thus, are entitled to the encouragement and support necessary to accomplish that for which they are professionally prepared.

As the administrator of this school, I focus my attention to that which best supports our efforts with children. Directions can have a tendency to become too numerous to accomplish with the results that are so desired. This is perhaps education's greatest challenge as we enter the twenty-first century. Without question, these many directions have merit, but it is the effective synthesis of the given information that requires our attention. At Bear Valley, we prefer to focus on quality as opposed to quantity.

I encourage the reader to reflect upon the prepared "Report to the Community" attached to this document to draw his/her own conclusions in regards to our success.

Bear Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
503	104%	92	36	5

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
487.6	513.3	94.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	9	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	20.0	Bilingual Tutor	.16
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	1.5	Custodians	2.50
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		

Special Programs: Bilingual Ed., Community School, Computer labs, Gifted, Indian Ed., Slingerland grade 1, Title I

Bear Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
455	4	27	11	10	52	507
89.74%	0.79%	5.33%	2.17%	1.97%	10.26%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	503	18	3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
503	39	11	9	6	65	12.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	29	12	4	11	482	538
% in One Sch.	93.10%	91.67%	75.00%	63.64%	91.49%	90.89%
% in Same Sch.	62.07%	83.33%	75.00%	45.45%	73.86%	72.86%

Bear Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	63	77	78	76
	No.	70	75	78	81
Reading Comprehension	%ile	75	64	72	80
	No.	70	75	78	81
Total Reading	**%ile**	**72**	**73**	**78**	**81**
	No.	70	75	78	81
Language Mechanics	%ile	56	57	82	84
	No.	70	75	78	81
Language Expression	%ile	68	72	83	81
	No.	70	75	78	81
Total Language	**%ile**	**64**	**65**	**84**	**84**
	No.	70	75	78	81
Math Computation	%ile	59	72	71	82
	No.	70	75	78	80
Math Concepts and Applications	%ile	64	75	82	88
	No.	70	75	78	80
Total Mathematics	**%ile**	**64**	**75**	**80**	**87**
	No.	70	75	78	80
Total Battery	**%ile**	**68**	**72**	**84**	**86**
	No.	70	75	78	80
Word Analysis	%ile	57			
	No.	70			
Study Skills	%ile		74	74	82
	No.		75	78	80
Spelling	%ile	58	66	65	57
	No.	70	75	78	81
Science	%ile	72	72	72	77
	No.	70	75	77	80
Social Studies	%ile	65	70	74	82
	No.	70	75	77	80

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	73	79	81	80	68
4	Total Lang. Arts	65	70	84	78	70
4	Total Mathematics	75	74	82	80	75
6	Total Reading	81	74	71	70	64
6	Total Lang. Arts	84	73	76	75	62
6	Total Mathematics	87	77	79	80	66

Bear Valley School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	71	70	99	0	0	1
4	75	75	100	0	0	0
5	80	78	98	0	0	2
6	83	81	98	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	62	50.0	24.2	25.8	81	74*
	Lang. Arts	62	50.0	29.0	21.0	76	66*
	Math	62	59.7	19.4	21.0	85	76*
5	Reading	65	32.3	40.0	27.7	82	79
	Lang. Arts	65	10.8	33.8	55.4	73	86*
	Math	65	21.5	35.4	43.1	75	80*
6	Reading	75	42.7	33.3	24.0	84	80
	Lang. Arts	75	45.3	26.7	28.0	86	84
	Math	73	31.5	45.2	23.3	89	87

* Indicates Significant Difference in Means at .05 level.

Table 137

Willard Bowman School Overview

Statement of Program

Willard L. Bowman provides a variety of educational opportunities for students. It has a K-6 neighborhood program, an Open Optional program, a preschool special education program, and a special education intensive needs program. The instructional staff includes resource teachers, physical and occupational therapists, speech therapists, nurse and health attendant, bilingual tutors, and teacher assistants.

Our program strives to meet individual needs of students while emphasizing basic academic skills and high achievement. The school seeks to build in each child a sense of responsibility, confidence, pride of accomplishment, and sense of community. Parent and community involvement are integral components of the Bowman program.

SCHOOL GOALS

Goal	Level of Achievement
Bowman students will possess the skills to read independently by the end of third grade. Students in grades 4-6 will improve reading skills.	Partially Attained
Bowman teachers will implement the new K-6 health curriculum The Great Body Shop. Expanding on the health content area, staff will update and refine Bowman's disaster preparedness plan.	Attained
Bowman faculty and staff will work closely with members of the community to promote positive relations, educational growth, and safe neighborhoods.	Attained

BUDGET*

1997-98 Expenditures	$2,196,884
1998-99 Budgeted Amount	$2,042,917
1999-00 Adopted Budget	$2,159,953

*Dollars budgeted or expended are general fund only.

Willard Bowman School Overview

School Report Card Statement

Bowman, Willard L. Elementary School **Joanne McCabe**

Willard L. Bowman Elementary has experienced a fulfilling and productive year in student achievement and in completion of school goals. The focus on reading included early identification of at risk readers in first grade and corresponding intervention. All primary children were screened in the fall and again in the spring, the results of which are documented in the school reading report. Struggling readers in grades four through six were targeted for intensive instruction. Reading buddies, intermediate students paired with primary students, was an ongoing part of the reading program at Bowman. Additional activities in reading included strong participation in Battle of the Books, Read Across America, and in the PTA Recreational Reading Program. A celebration of reading, "Bowman Book Bash", was so successful it will no double become an annual event. Students and parents were invited for an evening of guest readers, displays of student work, mini sessions to instruct parents in areas of reading, snacks, and entertainment. The event was developed by the PTA Reading Committee which included teachers and parents.

School safety continued to be a focus at Bowman. Emphasis was placed on strengthening earthquake and fire drill procedures, culminating with a surprise mock disaster drill in April. Students and staff practiced procedures including search and rescue, communication, and parent pick-up. The staff at Bowman also continued to upgrade the school crisis plan. Neighborhood safety, a program facilitated last year, continued during the school year with monthly meeting hosted at Bowman.

Even though we did not have a technology goal this year, Bowman staff produced a five year technology plan with emphasis on staff development and hardware acquisition. Teachers participated in peer tutoring throughout the year on various aspects of technology. Staff, parents and students considered technology to be an important part of our program.

Community outreach was a shared PTA/school goal. Parenting classes Developing Capable People and Partners in Behavioral Improvement were attended by parents and teachers. Feedback indicates continuation of that effort. Student art work was regularly displayed at local businesses and advertised in the school newsletter. Student work is also displayed in the principal's office on a rotational basis, where it can be viewed from the entrance to the building.

Each of Bowman's four programs experienced challenges and successes through the year. The preschool enrollment grew rapidly, nearly filling all classes by the end of November. An additional classroom was added for the second half of the year. The Open Optional program underwent a staffing change after the start of the year in the 3/4 family group. The neighborhood program also had several staffing changes. In all cases, new personnel have been welcome and valued additions to the Bowman staff. The Intensive Needs program continues to be a model of inclusion. Despite crowded conditions, a large student and staff population, and the competing needs of four programs, Bowman's talented, dynamic, and dedicated staff and supportive parents, make it an excellent learning environment for all students.

Willard Bowman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
672	100%	142	33	53

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
652.2	691.4	94.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	5	-
Intermediate	-	7	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	4.125
Classroom Teachers	24.0	Preschool Special Education Aides	5.0
Preschool Teachers	5.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	8.5	Custodians	3.0
Music Teachers	1.5		
Art Teachers	1.0		
Physical Education Teachers	1.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Intensive Needs Site, Open Optional, Special Ed pre-school, Slingerland for 1st grade

Willard Bowman School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
472	35	80	72	18	305	677
69.72%	5.17%	11.82%	10.64%	2.66%	30.28%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	672	92	13%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	0	0	0	0	1	6
Percent Not Promoted	5.8%	0%	0%	0%	0%	1.2%	1.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
672	110	47	29	41	227	33.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	101	78	41	25	541	786
% in One Sch.	62.38%	91.03%	82.93%	64.00%	78.93%	77.74%
% in Same Sch.	58.42%	70.51%	53.66%	44.00%	61.00%	60.69%

Willard Bowman School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	72	65	47
	No.	74	94	73	83
Reading Comprehension	%ile	60	68	64	60
	No.	73	94	70	83
Total Reading	**%ile**	**62**	**72**	**67**	**55**
	No.	73	93	71	83
Language Mechanics	%ile	52	67	80	65
	No.	74	96	72	83
Language Expression	%ile	65	69	70	68
	No.	73	93	71	82
Total Language	**%ile**	**59**	**70**	**77**	**67**
	No.	73	93	71	82
Math Computation	%ile	53	69	50	65
	No.	74	98	72	82
Math Concepts and Applications	%ile	61	70	70	74
	No.	73	98	72	82
Total Mathematics	**%ile**	**59**	**71**	**64**	**70**
	No.	73	97	71	82
Total Battery	**%ile**	**61**	**74**	**72**	**65**
	No.	73	91	70	82
Word Analysis	%ile	58			
	No.	74			
Study Skills	%ile		74	66	61
	No.		98	72	83
Spelling	%ile	49	63	54	46
	No.	74	95	72	83
Science	%ile	58	68	52	59
	No.	74	96	74	83
Social Studies	%ile	63	63	71	62
	No.	74	97	74	82

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	72	54	67	62	51
4	Total Lang. Arts	70	56	60	50	57
4	Total Mathematics	71	62	65	50	57
6	Total Reading	55	56	71	69	56
6	Total Lang. Arts	67	62	76	72	60
6	Total Mathematics	70	68	70	65	59

Willard Bowman School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	75	74	99	0	1	0
4	103	101	98	0	1	1
5	76	74	97	0	2	0
6	84	83	99	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	66	27.3	42.4	30.3	71	72
	Lang. Arts	65	26.2	29.2	44.6	67	72
	Math	68	16.2	32.4	51.5	64	73*
5	Reading	58	20.7	41.4	37.9	57	68*
	Lang. Arts	58	8.6	34.5	56.9	58	78*
	Math	59	30.5	25.4	44.1	61	64
6	Reading	66	25.8	36.4	37.9	52	57
	Lang. Arts	65	27.7	41.5	30.8	70	72
	Math	64	14.1	31.3	54.7	58	72*

* Indicates Significant Difference in Means at .05 level.

Table 138

Campbell School Overview

Statement of Program

Campbell Elementary provides a complete K-6 program of instruction. In addition to the regular classroom teachers, the faculty includes the following teachers: resource and special education, librarian, classroom music, and physical education. Three days a week, band or orchestra is available for sixth grade students. An art teacher provides instruction for students in two blocks of time paired with another school on a rotating basis. The services of a psychologist, speech therapist, bilingual tutors and school nurse are available on a regularly scheduled near full-time basis. The school also houses the gifted program with the teacher working with students from several elementary schools in the surrounding area. Each class also has two computers available for student and teacher use with access to the internet. Campbell Community School is based in the school and provides many after school activities for youth and adults of the Anchorage area.

Campbell is dedicated to offering the students of the area a well rounded education with an emphasis on mastery of the basic skills. Student self-respect and responsible behavior toward others are a priority with courtesy and cooperation key ingredients.

SCHOOL GOALS

Goal	Level of Achievement
To develop a balanced approach to reading instruction which will increase self-confidence, comprehension, independent reading and a positive attitude toward reading. This will be demonstrated by student performance on daily assignments, class and/or school reading programs and teacher tests. Reluctant and low performing readers will be identified and focused upon. A parent-student partnership with school through recreational and outside classroom reading is included, such as the school wide "Iditarod" reading program.	Partially Attained
To implement and expand Everyday Math and increase positive student attitudes toward math. Increase parental involvement in Everyday Math through the use of Home Links. To provide an opportunity to share assessment tools and ideas. Faculty meetings may be used to discuss this more in depth. Eighty percent (80%) of classrooms will complete their grade levels Everyday Math Series.	Partially Attained
Campbell School will expand and advance in the active use of technology as an educational tool that supports and enhances our curricula thereby promoting academic achievement. Campbell School will work to implement the Campbell Technology Plan that was designed to advance the educational use of technology in our school.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,775,567
1998-99 Budgeted Amount	$1,781,249
1999-00 Adopted Budget	$1,814,595

*Dollars budgeted or expended are general fund only.

Campbell School Overview

School Report Card Statement

Campbell Elementary School **Michele Stickney**

By an overwhelming response from parents, staff and students, the goals for this year will most likely be carried over in some form to the next school year.

It has also been expressed there is a definite need for additional focus on more responsible behavior and follow-on responsibility for inappropriate behavior. Unfortunately, our school has suffered through 4 break-ins this year, increased graffiti, etc. We have tried to involve the community in our efforts by encouraging more people to "walk about" the outside of the school in the evenings and nights. The police have also been asked to assist in our efforts because we have seen an increase in loitering and suspicious activity after school hours on the school grounds.

Parent involvement in the school day classrooms has been steady this year. We have more parents spending additional time at the school and volunteering to assist in rooms other than those of the child(ren).

The computer room has been used extensively this year by classrooms and even adult groups in the evening. We held a Family Computer Night and had a very large turnout. So large in fact that the next time we will need to break it down into smaller grade groups or go by family last names. Perhaps a sign up would be even better.

The community was very pleased with the increased emphasis across the district on Reading. Parents have said they were a bit concerned about all the testing that is taking place, especially at the third grade level. They also expressed some hesitation in having scores made so public and felt there may be some additional and nonproductive pressure put on students and families as a result.

We had a good year but see that we really have a NEED and desire to improve in the area of reading. That will be of utmost importance to us next year.

Campbell School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
534	98%	79	5	65

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
501.9	531.1	94.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	13	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	21.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.0
Gifted Teachers	1.0		
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.70		

Special Programs: Bilingual Ed., Community School, Computer Lab, Gifted Sites, Slingerland for grade 1,

Campbell School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
334	30	84	51	34	199	533
62.66%	5.63%	15.76%	9.57%	6.38%	37.37%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	534	117	21%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	0	1	0	4
Percent Not Promoted	2.5%	1.6%	0%	0%	1.1%	0%	.9%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
534	38	34	48	36	156	29.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	99	62	38	37	364	600
% in One Sch.	73.74%	74.19%	71.05%	81.08%	82.42%	79.33%
% in Same Sch.	62.63%	61.29%	60.53%	75.68%	62.91%	63.33%

Campbell School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	48	52	40
	No.	69	67	76	66
Reading Comprehension	%ile	56	47	54	50
	No.	69	68	80	66
Total Reading	**%ile**	**58**	**49**	**55**	**45**
	No.	69	67	76	66
Language Mechanics	%ile	52	46	66	50
	No.	69	68	80	67
Language Expression	%ile	55	48	61	42
	No.	69	68	80	67
Total Language	**%ile**	**52**	**47**	**65**	**45**
	No.	69	68	79	67
Math Computation	%ile	62	49	49	53
	No.	69	68	79	67
Math Concepts and Applications	%ile	56	55	59	56
	No.	69	66	77	67
Total Mathematics	**%ile**	**60**	**51**	**55**	**53**
	No.	69	66	76	67
Total Battery	**%ile**	**57**	**48**	**60**	**46**
	No.	69	65	72	66
Word Analysis	%ile	60			
	No.	69			
Study Skills	%ile		59	57	45
	No.		68	76	67
Spelling	%ile	45	47	49	40
	No.	69	68	81	67
Science	%ile	56	52	47	37
	No.	69	68	76	66
Social Studies	%ile	51	43	65	45
	No.	69	67	78	66

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	49	63	48	57	48
4	Total Lang. Arts	47	62	45	49	48
4	Total Mathematics	51	76	56	69	54
6	Total Reading	45	52	52	56	61
6	Total Lang. Arts	45	51	54	54	68
6	Total Mathematics	53	57	69	68	73

Campbell School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	73	69	95	0	4	0
4	74	68	92	1	4	1
5	92	81	88	1	2	8
6	73	67	92	2	2	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	50	42.0	36.0	22.0	54	50
	Lang. Arts	51	27.5	43.1	29.4	47	52
	Math	49	42.9	24.5	32.7	60	54
5	Reading	61	34.4	44.3	21.3	65	61
	Lang. Arts	64	28.1	42.2	29.7	65	69
	Math	61	55.7	23.0	21.3	76	60*
6	Reading	49	40.8	46.9	12.2	58	47*
	Lang. Arts	50	60.0	32.0	8.0	65	48*
	Math	47	38.3	36.2	25.5	67	58*

* Indicates Significant Difference in Means at .05 level.

Table 139

Chester Valley School Overview

Statement of Program

Chester Valley Elementary School provides a complete K-6 program with emphasis on academic achievement and mastery of the basics for all students. Chester Valley has implemented a technology component infusing technology with the social studies curriculum and other academic areas empowering staff and students to be on the cutting edge with technology. The instructional staff includes K-6 classroom teachers, a music teacher, a special education behavior adjustment teacher, special education resource teachers, a physical education teacher, and a library teacher. Support services are available in band, orchestra, art, bilingual, Indian education, OT, PT, psychology, and gifted.

An extensive after school activities program coordinated with the Chester Valley/Susitna Community School enables the students, staff, parents, and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

SCHOOL GOALS

Goal	Level of Achievement
Chester Valley will increase awareness of the importance of reading as a lifelong learning skill. With one school year of reading instruction, seventy percent of students will demonstrate improvement in reading by obtaining a high score on the spring post test as compared to the fall pretest.	Attained
Chester Valley teachers staff will ensure that the Everyday Math curriculum is successfully taught at all grade levels. All students will participate in individualized pretest and post test assessment. Students will show an increase in their post test scores.	Partially Attained
Chester Valley staff will increase curriculum proficiency in the teaching of newly adopted health program. Parental and community awareness will increase through a variety of school, community and family activities.	Attained

BUDGET*

1997-98 Expenditures	$1,237,247
1998-99 Budgeted Amount	$1,194,363
1999-00 Adopted Budget	$1,286,501

*Dollars budgeted or expended are general fund only.

Chester Valley School Overview

School Report Card Statement

Chester Valley Elementary School **Sharon Mitchell**

This year has been one of many changes and challenges. Many new staff members joined the Chester Valley team, as well as 60 additional students due to boundary changes. I provided the staff with various opportunities for mentoring, team collaboration, and inservice training. District experts visited the staff to discuss many issues such as harassment, technology, safety, the Great Body Shop, the First Steps Writing Program, and Everyday Math. Teachers spent several days in training sessions working to improve skills in reading and technology. Students participated in monthly assemblies that encouraged self esteem and reinforced school curriculum. Students participated in several school-wide musicals. The performances included: Annie, Treasure Island, Earth Day, Our Country Tis of Thee, and Black History. Students and parents participated in several school sponsored events: Math Game Night/Free Spaghetti Feed, Geo Bee, Red Ribbon Week, Technology Open House, Back-to-School Picnic, the Eastside Health Fair, and our Mock Disaster Drill.

The number one concern of our community has been school safety. The Chester Valley staff and community worked to address these concerns by collaborating and re-evaluating the following areas: disaster preparedness/emergency plan, school/ building safety, and school-wide discipline. Several changes were made to improve building security and playground safety. This included providing more staff supervision before and after school. Some of our planned activities included: weekly behavior assemblies during the last quarter, special guest presentations on conflict resolution, harassment, making responsible choices, bicycle and animal safety. Students were recognized and rewarded for making responsible choices. Monthly safety meetings were also conducted to resolve safety issues and concerns. Chester Valley will continue as a community to work towards a safer learning and school environment.

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Chester Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
371	93%	70	15	36

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
348.3	373.3	93.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	6	-
Intermediate	-	5	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	3.0	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.0
Art Teachers	.5		
Physical Education Teachers	.8		
Nurses	.60		

Special Programs: Bilingual Ed., Breakfast program, Community School, Computer Labs, Indian Ed.

Chester Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
230 62.33%	47 12.74%	61 16.53%	21 5.69%	10 2.71%	139 37.67%	369

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	371	173	46%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
371	29	19	26	28	104	28.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	75	23	56	11	253	419
% in One Sch.	72.00%	86.96%	78.57%	72.73%	83.79%	80.67%
% in Same Sch.	41.33%	78.26%	33.93%	36.36%	59.29%	52.98%

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Chester Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	41	50	51	62
	No.	56	45	67	52
Reading Comprehension	%ile	50	58	58	59
	No.	56	45	67	52
Total Reading	**%ile**	**46**	**53**	**57**	**62**
	No.	56	45	67	52
Language Mechanics	%ile	44	46	69	71
	No.	56	45	67	49
Language Expression	%ile	49	47	63	61
	No.	56	45	67	49
Total Language	**%ile**	**47**	**46**	**67**	**66**
	No.	56	45	67	49
Math Computation	%ile	58	50	49	54
	No.	56	44	67	52
Math Concepts and Applications	%ile	51	56	56	65
	No.	56	44	67	53
Total Mathematics	**%ile**	**54**	**54**	**52**	**60**
	No.	56	44	67	52
Total Battery	**%ile**	**48**	**52**	**60**	**65**
	No.	56	44	67	49
Word Analysis	%ile	46			
	No.	56			
Study Skills	%ile		59	60	63
	No.		44	67	50
Spelling	%ile	38	54	53	50
	No.	56	45	67	52
Science	%ile	49	60	49	59
	No.	56	44	67	50
Social Studies	%ile	51	45	60	52
	No.	56	43	67	50

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	53	57	73	61	43
4	Total Lang. Arts	46	62	70	47	51
4	Total Mathematics	54	55	68	70	66
6	Total Reading	62	51	51	54	45
6	Total Lang. Arts	66	60	65	61	44
6	Total Mathematics	60	61	65	73	50

Chester Valley School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	59	56	95	0	2	1
4	50	45	90	0	5	0
5	69	67	97	0	2	0
6	58	53	91	0	0	5

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	29	27.6	41.4	31.0	61	62
	Lang. Arts	29	17.2	44.8	37.9	46	54
	Math	28	35.7	28.6	35.7	66	61
5	Reading	39	38.5	30.8	30.8	62	62
	Lang. Arts	39	17.9	33.3	48.7	65	75*
	Math	39	41.0	30.8	28.2	61	54
6	Reading	25	24.0	52.0	24.0	72	76
	Lang. Arts	25	44.0	48.0	8.0	84	75*
	Math	25	20.0	52.0	28.0	68	72

* Indicates Significant Difference in Means at .05 level.

Table 140

Chinook School Overview

Statement of Program

Chinook Elementary School provides a comprehensive instructional program for students in kindergarten through sixth grade. The school offers full day kindergarten as well as a full time bilingual resource program. Chinook also offers an open optional alternative program for students in first through sixth grades.

Chinook staff and students are supported by active PTA and open optional parents groups. The Campfire program provides before and after school care for students. Chinook shares a community School with three other elementary schools; Sand Lake, Kincaid and Gladys Wood.

SCHOOL GOALS	
Goal	**Level of Achievement**
Continue development and begin implementation of a reading assessment and intervention plan for grades K-6.	Attained
Implement year one of Chinook's five-year technology plan which focuses on developing student skills across all grade levels.	Partially Attained
Students in third through sixth grade will show measurable success and increased achievement at each successive grade level in spelling.	Not Attained

BUDGET*	
1997-98 Expenditures	$1,826,474
1998-99 Budgeted Amount	$1,768,732
1999-00 Adopted Budget	$2,079,052

*Dollars budgeted or expended are general fund only.

Chinook School Overview

School Report Card Statement

Chinook Elementary School **Leslie Vandergaw**

The community at Chinook Elementary set three goals for the 1998/99 school year. The first goal was to continue to develop and implement reading assessments for all students which would then be used to implement specific interventions for our struggling readers. The staff made good progress in identification and/or development of assessment tools that are useful for teachers across grade levels. Kindergarten through third grade teachers also worked to identify their reluctant readers using these assessments and to help determine which interventions to use with these students.

A second goal was to implement year one of Chinook's five-year technology plan. This plan focuses on developing student skills across all grade levels. Chinook parents and staff members have spent the last four years working to increase the number of computers in the building, to "wire" the school, to set up a computer lab, and to give teachers the skills they need to use the computers in their classrooms. We have been very successful in all these areas. It is critical that we move just as quickly to integrate technology into the curriculum and to teach our students the skills they will need to meet the state standards in technology. During this first year of our five-year plan, intermediate students received training in Claris Works spreadsheet and also in Slideshow production. One classroom also received training in Web page design. Fourth and fifth grade students and teachers also began using Accelerated Reader which is a computer program designed to test reading comprehension as well as to serve as a motivator for getting students to spend more time reading.

Chinook's third goal was to increase spelling scores for students in 3rd through 6th grades. Staff will continue to emphasize this goal with our students. A majority of staff members participated in the First Steps Writing class. Spelling and editing were given considerable time during the training and teachers are looking forward to implementing many of the recommended strategies.

Chinook School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
564	99%	74	11	90

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
540.8	580.9	93.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	11	-
Intermediate	-	6	-
Combination	-	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	24.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.0	Custodians	2.75
Music Teachers	1.10		
Art Teachers	1.10		
Physical Education Teachers	1.10		
Bilingual Teachers	1.0		
Nurses	.80		

Special Programs: Bilingual Ed., Open Optional, Slingerland for grade 1

Chinook School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
339 60.00%	38 6.73%	79 13.98%	88 15.58%	21 3.72%	226 40.00%	565

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	564	213	37%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0%
Percent Not Promoted	0%	0%	0%0	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
564	41	41	24	64	170	30.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	99	97	48	24	376	644
% in One Sch.	72.73%	87.63%	75.00%	87.50%	78.99%	79.35%
% in Same Sch.	51.52%	61.86%	54.17%	50.00%	60.90%	58.70%

Chinook School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	46	47	45	44
	No.	81	65	89	76
Reading Comprehension	%ile	44	46	44	47
	No.	82	64	89	76
Total Reading	**%ile**	**45**	**47**	**45**	**45**
	No.	80	64	89	76
Language Mechanics	%ile	36	46	56	53
	No.	81	65	89	76
Language Expression	%ile	47	42	49	50
	No.	81	66	89	76
Total Language	**%ile**	**39**	**42**	**52**	**51**
	No.	80	65	89	76
Math Computation	%ile	44	35	33	44
	No.	81	66	89	74
Math Concepts and Applications	%ile	55	49	47	52
	No.	80	66	89	74
Total Mathematics	**%ile**	**52**	**41**	**40**	**47**
	No.	79	66	89	74
Total Battery	**%ile**	**46**	**43**	**45**	**47**
	No.	78	64	89	74
Word Analysis	%ile	37			
	No.	83			
Study Skills	%ile		57	49	55
	No.		66	87	75
Spelling	%ile	36	41	46	50
	No.	81	65	89	76
Science	%ile	46	52	38	43
	No.	82	64	87	75
Social Studies	%ile	53	43	47	52
	No.	82	64	88	74

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	47	51	59	55	45
4	Total Lang. Arts	42	49	58	42	42
4	Total Mathematics	41	47	57	43	45
6	Total Reading	45	50	42	55	40
6	Total Lang. Arts	51	56	54	52	42
6	Total Mathematics	47	55	52	51	41

Chinook School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	88	83	94	0	3	2
4	69	66	96	1	2	0
5	95	89	94	2	3	2
6	82	76	93	0	4	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	45	33.3	42.2	24.4	58	54
	Lang. Arts	44	31.8	34.1	34.1	52	51
	Math	47	29.8	27.7	42.6	39	45
5	Reading	60	43.3	31.7	25.0	52	43
	Lang. Arts	60	33.3	38.3	28.3	50	48
	Math	60	48.3	31.7	20.0	50	39*
6	Reading	54	48.1	25.9	25.9	55	49
	Lang. Arts	54	44.4	42.6	13.0	62	53*
	Math	54	35.2	40.7	24.1	50	47

* Indicates Significant Difference in Means at .05 level.

Table 141

Chugach Optional School Overview

Statement of Program

Chugach Optional embodies an enthusiastic dynamic learning environment that capitalizes on the innate curiosity of children. The staff generates a strong sense of community while planning and preparing theme based experiential curricula. Teachers encourage their students to delve into presented topics and become active participants in their own learning. Class work is done cooperatively throughout.

We strive to develop a warm nurturing family atmosphere that promotes openness, trust, acceptance, responsibility, self-evaluation and self-discipline. Children are taught to respect and to celebrate differences. They are encouraged to not only become independent self-reliant learners, but also learn to be self-confident risk takers.

The open method used at Chugach focuses on "doing" – the experience approach to learning. In practice, this means extensive use of manipulative teaching materials, formulation and testing of hypotheses, numerous field trips, and classroom visits by a variety of resource persons.

Parents are also a key component to our school's success. Parents are asked to volunteer a minimum of 36 hours per year to the school. One might find parents in the following places: giving input in staff meetings, working in the computer lab (with students or maintaining the system), reading or working with small groups of students, preparing work for the teachers, developing a landscaping program, leading after school groups in gardening and drama, etc.

SCHOOL GOALS

Goal	Level of Achievement
Strengthen the Chugach Optional reading program.	Attained
Strengthen the computational math skills of the students at Chugach Optional.	Attained
Expand technology implementation at Chugach.	Attained

BUDGET*

1997-98 Expenditures	$1,020,624
1998-99 Budgeted Amount	$972,336
1999-00 Adopted Budget	$1,042,707

*Dollars budgeted or expended are general fund only.

Chugach Optional School Overview

School Report Card Statement

Chugach Optional Elementary School **Sharon Meacham**

Chugach Optional continues to offer an exciting, vibrant and engaging program. Chugach is fortunate to successfully incorporate heavy parent involvement in all aspects of our program. We utilize their many talents in multiple ways. With this additional help, we continue to offer a multi-faceted "hands on" curriculum. Community involvement is extremely important to us. We seek ways to include the Anchorage Hilton, our business partner, in many of our activities.

In addition to our three school goals, which are detailed throughout this report, we were involved in many successful activities.

One of our 5/6 classrooms planned a fund raising activity for the American Red Cross to benefit the Kosovo refugee mothers. They sold Mother's Day Cards via the internet, the local media, selling in malls and word of mouth for this wonderful cause. Our business partner, the Hilton, paid for the postage. Students designed and addressed all of the cards. In total, almost $7,000 was raised for the American Red Cross to benefit the Kosovo refugees.

Another interesting activity took place in math this year. Judy Martin, a 3/4 teacher, taught parents math activities in monthly meetings. She discussed the philosophy behind a "hands on" math program and let parents explore the many ways to solve our students' math problems. These meetings were very popular.

A fund raiser held at the beginning of the year raised enough money for 16 iMac computers, software and peripherals. The iMacs were placed in the lab for the entire school to use. The old computers were placed in all of the classrooms. Our students now have the capability to interface with technology in both the classroom and the lab. Additionally, the teaching staff participated in training on various software. This training translated to better utilization of our existing software.

This is Chugach Optional's 25th year as an Optional Program. To celebrate our many successes, we planned an anniversary event. We invited some of the original founders of Chugach and some current students to share various experiences about the school at an all school assembly. We ended our program by planting two trees purchased by Arco for Arbor Day. We felt the trees symbolized the growth of Chugach's program.

A multi-cultural fair was held in November. Students participated in various activities unique to specific world cultures. A multi-cultural "feast" prepared by the parents was held for the entire Chugach Community.

Chugach Optional School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
257	122%	48	18	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
245.0	256.0	95.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	-	-
Intermediate	-	-	-
Combination	-	9	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.5
Classroom Teachers	10.0	Custodians	2.0
Librarians	1.		
Special Education Teachers	1.0		
Music Teachers	.5		
Art Teachers	.3		
Physical Education Teachers	.5		
Nurses	.5		

Special Programs: Open Optional, Slingerland for grade 1

Chugach Optional School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
199	10	31	16	1	58	257
77.43%	3.89%	12.06%	6.23%	0.39%	22.57%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	257	13	5%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
257	4	4	2	4	14	5.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	32	16	10	1	202	261
% in One Sch.	96.88%	100.00%	90.00%	100.00%	63.53%	96.55%
% in Same Sch.	75.00%	81.25%	100.00%	0.0%	80.20%	80.08%

Chugach Optional School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	84	85	82	80
	No.	34	32	37	34
Reading Comprehension	%ile	77	86	81	83
	No.	34	32	37	34
Total Reading	**%ile**	**82**	**87**	**84**	**84**
	No.	34	32	37	34
Language Mechanics	%ile	53	61	81	74
	No.	33	30	38	34
Language Expression	%ile	80	76	79	84
	No.	33	30	38	34
Total Language	**%ile**	**69**	**72**	**81**	**81**
	No.	33	30	38	34
Math Computation	%ile	61	71	57	76
	No.	34	31	38	34
Math Concepts and Applications	%ile	78	90	81	89
	No.	34	31	37	34
Total Mathematics	**%ile**	**74**	**85**	**73**	**85**
	No.	34	31	37	34
Total Battery	**%ile**	**77**	**86**	**84**	**86**
	No.	33	29	36	34
Word Analysis	%ile	69			
	No.	34			
Study Skills	%ile		83	72	73
	No.		30	37	34
Spelling	%ile	72	70	64	54
	No.	33	32	37	34
Science	%ile	78	82	68	75
	No.	33	31	37	34
Social Studies	%ile	78	79	75	72
	No.	33	31	37	34

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	**Area**	**98-99**	**97-98**	**96-97**	**95-96**	**94-95**
4	Total Reading	87	82	78	88	72
4	Total Lang. Arts	72	77	70	69	68
4	Total Mathematics	85	78	78	79	65
6	Total Reading	84	86	83	75	77
6	Total Lang. Arts	81	82	77	70	74
6	Total Mathematics	85	85	74	72	75

Chugach Optional School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	34	34	100	0	0	0
4	33	32	97	0	0	1
5	40	39	98	0	0	1
6	35	34	97	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	29	17.2	55.2	27.6	98	90
	Lang. Arts	28	32.1	17.9	50.0	71	75
	Math	28	21.4	46.4	32.1	87	88
5	Reading	35	28.6	40.0	31.4	83	86
	Lang. Arts	36	30.6	30.6	38.9	79	82
	Math	35	37.1	48.6	14.3	80	73*
6	Reading	31	19.4	45.2	35.5	81	86
	Lang. Arts	31	22.6	51.6	25.8	79	82
	Math	31	3.2	45.2	51.6	74	86*

* Indicates Significant Difference in Means at .05 level.

Table 142

Chugiak Elem School Overview

Statement of Program

Chugiak Elementary School is a neighborhood school that offers a traditional program to students K-6. Our goal is to help children reach their full potential academically, physically, socially, and emotionally. We have full-day kindergarten and offer a Spanish partial immersion program. We also have an active community school program at Chugiak. Our school believes that all children can achieve and that all students belong here which has resulted in the inclusion of a number of high-needs students in our school.

SCHOOL GOALS

Goal	Level of Achievement
Students at Chugiak Elementary School, grades 1-5 will demonstrate and improve their reading skills: word recognition, knowledge of print, comprehension and reading strategies. Improvement will be demonstrated by pre and post reading assessment at all grade levels. In grades 3-5 improvement will also be demonstrated by a minimum gain of 5%points on the total reading battery on the CAT.	Attained
Students in grades K-5 will demonstrate improved writing skills as shown on teacher administered pre-post assessments; state administered assessment (grade 4 scored locally, grade 5 state scored) and the spring CAT test (3-5) language performance battery.	Partially Attained
The Chugiak staff will become more computer literate.	Attained

BUDGET*

1997-98 Expenditures	$2,156,404
1998-99 Budgeted Amount	$1,933,565
1999-00 Adopted Budget	$1,992,848

*Dollars budgeted or expended are general fund only.

Chugiak Elem School Overview

School Report Card Statement

Chugiak Elementary School **Nancy Carder**

We have worked diligently this year. One of the most rewarding aspects of our growth as a school is in our development as an instructional team! We are much more aware of what to expect of our students at each grade level, particularly in reading and writing. We have standardized some of the tools which we use in the writing process. We are more aware of 6 trait writing and are more universal in its presentation and instruction.

Teacher in ALL grades recognize the importance of reading instruction. We have been more organized in the pre and post testing process. We are beginning to use assessment results to guide our instruction in reading, writing and spelling. We successfully identified students at risk and focused on their improvement and success. We are developing in our ability to discuss curriculum and to identify where we are and where we need to be . . . where we want our students to be. We are aware of quality standards in reading and writing. We are advancing in our efforts to align our planning and our instruction with the standards. We recognize the characteristics of a standards-based classroom. We are committed to emphasizing the many ways that our instruction (both present and future) will focus on these characteristics.

We are an enthusiastic, developing and dynamic staff; diverse in our styles and personalities. However, when we teach we are one; teaching to the recognized expectation, skill acquisition standard and benchmark of each grade level. We celebrate our successes and identify areas where we must continue our efforts toward improvement. I feel we bring the joy of learning to children.

We are grateful for the ongoing support of our parents and our community. We have benefited from their commitment to our advancement in technology. Our skills as a staff have improved beyond my expectation. Next year, our growth will focus on the infusion of technology into the curriculum and providing more opportunities for students to access it.

Our CAT scores have improved . . . we expect them to continue to improve . . . because we are learning, growing, improving as professionals.

I am proud of our accomplishments.

Chugiak Elem School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
522	106%	80	9	8

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
482.0	511.2	94.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	3	-
Combination	1	9	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	.35
Librarians	1.0	Teacher Assistants/Aides	1.0
Special Education Teachers	3.	Clerical Support Staff	1.75
Music Teachers	1.1	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	12		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Spanish Immersion

Chugiak Elem School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
427	11	44	7	30	92	519
82.27%	2.12%	8.48%	1.35%	5.78%	17.73%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	522	84	16%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	Total
Number Not Promoted	2	0	0	2	0	4
Percent Not Promoted	2.6%	0%	0%	2.2%	0%	.9%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
522	38	47	20	22	127	24.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	51	8	12	33	465	570
% in One Sch.	76.47%	75.00%	91.67%	78.79%	82.58%	81.75%
% in Same Sch.	54.90%	50.00%	50.00%	69.70%	71.83%	69.30%

Chugiak Elem School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		3	**4**	**5**
Reading Vocabulary	%ile	67	57	72
	No.	81	92	87
Reading Comprehension	%ile	73	58	73
	No.	80	92	87
Total Reading	**%ile**	**72**	**59**	**75**
	No.	80	92	87
Language Mechanics	%ile	48	49	70
	No.	80	91	87
Language Expression	%ile	68	60	71
	No.	80	91	87
Total Language	**%ile**	**59**	**55**	**71**
	No.	80	91	87
Math Computation	%ile	77	54	55
	No.	80	91	87
Math Concepts and Applications	%ile	72	62	73
	No.	79	91	87
Total Mathematics	**%ile**	**79**	**59**	**67**
	No.	79	91	87
Total Battery	**%ile**	**73**	**58**	**75**
	No.	79	91	87
Word Analysis	%ile	64		
	No.	81		
Study Skills	%ile		65	64
	No.		91	87
Spelling	%ile	53	42	57
	No.	80	91	87
Science	%ile	73	66	62
	No.	79	91	87
Social Studies	%ile	68	56	74
	No.	79	91	87

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	59	72	64	64	67
4	Total Lang. Arts	55	64	60	52	50
4	Total Mathematics	59	65	57	61	50
6	Total Reading	N/A	N/A	72	72	59
6	Total Lang. Arts	N/A	N/A	71	68	57
6	Total Mathematics	N/A	N/A	73	81	62

Chugiak Elem School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	84	81	96	0	3	0
4	94	92	98	0	2	0
5	87	87	100	0	0	0
6	N/A	N/A	N/A	N/A	N/A	N/A

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	74	35.1	41.9	23.0	62	58
	Lang. Arts	74	24.3	37.8	37.8	47	54*
	Math	74	41.9	32.4	25.7	61	56
5	Reading	72	23.6	37.5	38.9	71	76
	Lang. Arts	72	20.8	31.9	47.2	64	71*
	Math	72	31.9	37.5	30.6	67	67
6	Reading						
	Lang. Arts	No 6th	Graders:	Attending	Mirror Lake		
	Math						

* Indicates Significant Difference in Means at .05 level.

Table 143

College Gate School Overview

Statement of Program

College Gate Elementary School's goal is to provide students with learning experiences which guide them in acquiring the knowledge that will enable them to become contributing members of society. Positive student decorum and daily attendance are stressed and frequent recognition activities emphasize respect, responsibility, and academic achievement.

College Gate provides a well-rounded, enriched education and seeks to meet the needs of learners through using a variety of approaches including cooperative learning, computer activities, and thematic teaching. Students are taught methods of resolving conflict creatively to enhance their social skills and self-esteem. The support and involvement of the local PTA are evident.

SCHOOL GOALS

Goal	Level of Achievement
Improve math performance of students in grades 2 - 6.	Attained
Improve student written language skills (including spelling) in grades K – 6.	Attained
Improve student reading skill in grades K-4.	Attained
Students will demonstrate improved real life problem solving skills.	Attained

BUDGET*

1997-98 Expenditures	$1,835,170
1998-99 Budgeted Amount	$1,870,712
1999-00 Adopted Budget	$1,728,359

*Dollars budgeted or expended are general fund only.

College Gate School Overview

School Report Card Statement

College Gate Elementary School **Dr. Linda Black**

Once again we set challenging goals and surpassed them! Through the combined efforts of teachers, students, and parents we made gains in all areas. We have a common mission of academic success and improvement.

For the third year in a row, students indicated that they were least satisfied with how they were treated by other students. This will continue to be an area of focus. 97% of parents and 92% of staff agreed to continue the written language goal. 97% of parents and 83% of staff agreed to continue the reading goal. 94% of parents and 92% of staff agreed we should continue the math improvement goal 94% of parents and 79% of staff agreed to continue the problem solving/healthy lifestyles goal.

College Gate School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
464	94%	64	13	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
440.2	466.5	94.3%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	-	10	-
Intermediate	-	6	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	2.5	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	3.25
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.8		
Special Programs: Bilingual Ed., Full-Day Kindergarten, Computer Labs, Breakfast program			

College Gate School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
321	55	39	31	17	142	463
69.33%	11.88%	8.42%	6.70%	3.67%	30.67%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	465	148	31%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
465	47	50	37	46	180	38.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	67	41	68	21	343	541
% in One Sch.	58.21%	68.29%	64.71%	57.14%	83.09%	75.42%
% in Same Sch.	38.81%	65.85%	55.88%	42.86%	65.89%	60.26%

College Gate School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	59	66	58
	No.	74	62	57	63
Reading Comprehension	%ile	57	57	67	62
	No.	75	62	57	63
Total Reading	**%ile**	**55**	**60**	**69**	**60**
	No.	74	62	57	63
Language Mechanics	%ile	39	49	77	65
	No.	73	62	57	63
Language Expression	%ile	45	50	72	62
	No.	76	62	57	63
Total Language	**%ile**	**42**	**49**	**75**	**63**
	No.	73	62	57	63
Math Computation	%ile	52	65	56	59
	No.	76	62	57	63
Math Concepts and Applications	%ile	55	70	57	72
	No.	76	59	57	63
Total Mathematics	**%ile**	**56**	**71**	**58**	**66**
	No.	76	59	57	63
Total Battery	**%ile**	**51**	**60**	**70**	**63**
	No.	72	59	57	63
Word Analysis	%ile	44			
	No.	74			
Study Skills	%ile		60	60	73
	No.		58	57	63
Spelling	%ile	38	62	51	54
	No.	75	62	57	63
Science	%ile	56	57	44	56
	No.	74	58	57	63
Social Studies	%ile	50	52	64	55
	No.	76	58	57	63

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	60	56	64	66	48
4	Total Lang. Arts	49	54	62	49	45
4	Total Mathematics	71	59	72	63	58
6	Total Reading	60	66	58	64	50
6	Total Lang. Arts	63	65	50	67	52
6	Total Mathematics	66	66	55	60	55

College Gate School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	77	76	99	0	0	1
4	64	62	97	0	2	0
5	65	57	88	0	8	0
6	66	63	95	0	2	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	44	18.2	45.5	36.4	64	69
	Lang. Arts	45	31.1	40.0	28.9	54	57
	Math	43	18.6	34.9	46.5	67	79*
5	Reading	46	4.3	37.0	58.7	53	72*
	Lang. Arts	46	4.3	32.6	63.0	54	78*
	Math	46	32.6	32.6	34.8	61	60
6	Reading	48	33.3	33.3	33.3	60	64
	Lang. Arts	48	39.6	39.6	20.8	68	65
	Math	47	19.1	34.0	46.8	57	72*

* Indicates Significant Difference in Means at .05 level.

Table 144

Creekside School Overview

Statement of Program

Creekside Park Elementary School provides a comprehensive K-6 program of instruction. In addition, there are two classes for students with multiple disabilities, a resource program that offers students education in a least restrictive environment (LRE), bilingual instruction and an Indian education program.

Creekside Park offers students a well-rounded educational program including reading, language arts, mathematics, science, social studies, health, music, art, physical education, an after school activities program, and a variety of community education classes for all age groups.

SCHOOL GOALS

Goal	Level of Achievement
Students in grades four through six will increase their spelling sub test scores on the California Achievement test by at least three percentile points over their scores on last years test.	Attained
Students in grades 3rd through 5th who scored below the 60% in the composite math scores during the 1998 CAT tests will increase their math composite scores by at least three percentile points.	Partially Attained
The Reading plan for grades K-3rd will be reviewed and rewritten as necessary to reflect new data gathered at the end of the 97/98 school year. A plan for teaching reading for grades 4-6th will be developed. These plans will include a list of the needed materials to accomplish our reading goals as defined in the developed reading plans.	Attained

BUDGET*	
1997-98 Expenditures	$1,439,246
1998-99 Budgeted Amount	$1,360,669
1999-00 Adopted Budget	$1,341,254

*Dollars budgeted or expended are general fund only.

Creekside School Overview

School Report Card Statement

Creekside Park Elementary School **Dave Combs**

This has been a very successful year for the students & staff of Creekside Park Elementary School. The test scores for the March 99 C.A.T.'s were very impressive considering that we have now qualified as a Title 1 School. As was stated in last years report the then 5th graders were a class of "high needs" children. Even though this class was so needy and throughout most of the year sat with class sizes at 30 or more the two teachers teaching these classes did an outstanding job of pushing these students to achieve academically. This was no small accomplishment. I would also like to congratulate the teachers in grades 3 though five and their students for doing an outstanding job this year. There are areas though that do need strengthening. We will continue our efforts to make sure that all students in grade 3 are independent readers by the end of third grade. We will also continue our efforts to provide our students with the best possible instruction in mathematics so that all of our students will score at least on the 60th %ile in Math.

I would also like to congratulate Ms. Kim Jockusch who was selected as AEA "Teacher of the Year" for 1999. She is an outstanding educator.

I would be remiss if I did not take this time to congratulate the Creekside Park Elementary School PTA. They too were recognized by the AEA as the "Outstanding PTA of the Year" for the 98/99 school year. They put on many local events and more importantly spearheaded the move to add 11 additional schools to the list of Full Day Kindergarten Schools for 99/2000 school year.

Finally, the District's Administration is to be commended for recognizing the needs of our school and for providing leadership in obtaining the funds necessary to completely renovate the Creekside Park Elementary School. This construction is under way and will take two summers tom complete.

Creekside School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
389	108%	77	8	24

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
344.4	374.6	91.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	7	-
Intermediate	-	6	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	6.125
Classroom Teachers	14.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.5	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.0
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.9		

Special Programs: Bilingual Ed., Community School, Indian Ed., Title I, Slingerland for grade 1, Intensive Needs Site, Breakfast Program, Full day Kindergarten.

Creekside School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
203	52	92	21	21	186	389
52.19%	13.37%	23.65%	5.40%	5.40%	47.81%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	389	199	51%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
389	54	40	40	28	162	41.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	105	21	61	25	236	449
% in One Sch.	75.24%	80.95%	65.57%	76.00%	70.34%	71.49%
% in Same Sch.	63.81%	71.43%	49.18%	56.00%	55.93%	57.46%

Creekside School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	48	52	61	43
	No.	41	47	52	51
Reading Comprehension	%ile	43	53	62	56
	No.	41	47	52	51
Total Reading	**%ile**	**45**	**54**	**65**	**49**
	No.	41	47	52	51
Language Mechanics	%ile	34	54	69	62
	No.	41	47	52	50
Language Expression	%ile	45	48	62	51
	No.	41	47	52	50
Total Language	**%ile**	**40**	**51**	**66**	**56**
	No.	41	47	52	50
Math Computation	%ile	52	62	52	83
	No.	41	47	52	50
Math Concepts and Applications	%ile	56	58	62	68
	No.	41	46	52	47
Total Mathematics	**%ile**	**55**	**61**	**58**	**77**
	No.	41	46	52	47
Total Battery	**%ile**	**46**	**56**	**66**	**64**
	No.	41	46	52	46
Word Analysis	%ile	49			
	No.	41			
Study Skills	%ile		52	52	58
	No.		46	52	48
Spelling	%ile	50	48	49	43
	No.	41	47	52	51
Science	%ile	51	51	46	48
	No.	41	47	52	48
Social Studies	%ile	56	45	58	47
	No.	41	47	52	48

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	54	51	50	48	46
4	Total Lang. Arts	51	50	39	35	49
4	Total Mathematics	61	64	40	46	59
6	Total Reading	49	55	59	46	41
6	Total Lang. Arts	56	61	62	47	39
6	Total Mathematics	77	74	72	63	52

Creekside School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	44	41	93	0	2	1
4	47	47	100	0	0	0
5	52	52	100	0	0	0
6	56	51	91	0	4	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	34	35.3	29.4	35.3	51	57
	Lang. Arts	34	26.5	17.6	55.9	40	53*
	Math	32	18.8	34.4	46.9	53	66*
5	Reading	33	18.2	45.5	36.4	56	62
	Lang. Arts	32	12.5	50.0	37.5	60	67
	Math	33	51.5	36.4	12.1	71	60*
6	Reading	43	32.6	34.9	32.6	50	50
	Lang. Arts	41	31.7	34.1	34.1	55	58
	Math	40	10.0	12.5	77.5	49	76*

* Indicates Significant Difference in Means at .05 level

Table 145

Eagle River School Overview

Statement of Program

Eagle River Elementary School provides several educational/instructional options for K-6 students including regular, open optional, and special education programs. The instructional staff includes teachers for special education as well as a speech therapist, nurse, music teacher, librarian, and physical education teacher. Many parent volunteers supplement the instructional program on a regular basis.

Emphasis is placed on helping each child achieve his/her maximum potential. Survival skills, including mastery in basic skills, development of feelings of self-worth, and learning real caring for others are a top priority.

The regular program emphasizes the acquisition of basic academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The open optional program is designed to provide a child centered approach to learning by emphasizing the physical, emotional, social and intellectual development of the individual child. The "doing" or experience approach to learning is an essential tenet of this program. Through the integration of content areas, basic skills are utilized as tools which lead toward application and understanding of one's world. Parents are expected to make a commitment of involvement as an integral part of this program.

SCHOOL GOALS

Goal	Level of Achievement
A positive safe and caring school environment will be enhanced by implementing a school-wide discipline policy for handling discipline in the common areas of the school, and by a renewal of the RCCP (Resolving Conflict Creatively Program)	Attained
Instructional strategies, designed to increase student participation, will be studied and implemented as a means to increase student achievement.	Attained
We will continue our goal to improve Spelling proficiency school wide as measured in daily writing and test scores.	Partially Attained
To increase reading proficiency for all students as measured by Individual Reading Inventories and CAT/5 testing by using a variety of instructional strategies and teaching techniques including Slingerland, First Steps Resource, and specific interventions for identified struggling readers for grades K-3. For grades 4-6 our school goal is to measure the reading level of each student at the beginning and end of the school year and to raise the level of reading comprehension for students as measured on the pre and post reading tests.	Attained

BUDGET*

1997-98 Expenditures	$1,535,426
1998-99 Budgeted Amount	$1,402,386
1999-00 Adopted Budget	$1,409,609

*Dollars budgeted or expended are general fund only.

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Eagle River School Overview

School Report Card Statement

Eagle River Elementary School **Janice Coulter**

Eagle River is a safe and caring place for children K-6. We have 404 students. Programs include Neighborhood Program K-6, half day kindergarten, Open Optional Program 1-6, Special Education, Bilingual tutor, RCCP, Peer Mediation and a Gifted Education Ignite site. Currently we have a Slingerland trained teacher at 1st and 2nd grade. The school has an active business partnership with UAA/Chugiak campus that provides an IBM computer lab. 13 Mac computers plus one for each teacher round out currently technology in our school. We also have a partnership with Boys and Girls Club and are currently working on hydroseeding the soccer field. As a staff we worked on classes in RCCP and Kagan Cooperative Structures.

Our PTA has been very supportive of teachers and students working on long and short term projects.

The biggest problem we have dealt with this year has been the large class sizes in 3-6. With 6 classes at 30-31 we have over-crowding in many classrooms.

Teachers here are dedicated to life time learning and growth. Students are for the most part willing to get along and learn their lessons.

The mobility rate and free or reduced lunch rate indicate an area that is changing. Being at a crossroads in Eagle River the playground receives rough wear especially on weekends and summer nights. This year we started a business partnership with Boys and Girls Club to work on redoing the soccer field. The age of the building causes some problems with water and heating and roof leaks.

Teachers use the standard ASD curriculum. Spelling, reading, RCCP, and Student Engagement in Learning are current goals that have been successful.

Eagle River School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
392	78%	87	17	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
373.7	395.6	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	3	-
Intermediate	-	4	-
Combination	-	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutors	.11
Classroom Teachers	15.0	Clerical Support Staff	1.5
Librarians	1.0	Custodians	2.0
Special Education Teachers	3.0		
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.8		
Nurses	.8		

Special Programs: Bilingual Ed., Open Optional, Slingerland for grades 1 and 2, IBM Business Partnership Computer lab.

Eagle River School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
326	15	22	14	17	68	394
82.74%	3.81%	5.58%	3.55%	4.31%	17.26%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	392	179	43%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	0	1	1	5
Percent Not Promoted	3.9%	0%	1.8%	0%	1.7%	1.5%	1.4%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
392	57	35	30	37	159	40.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	28	18	19	18	377	460
% in One Sch.	75.00%	50.00%	57.89%	83.33%	75.07%	73.70%
% in Same Sch.	39.29%	22.22%	31.58%	77.78%	65.25%	61.09%

Eagle River School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	48	58	60	62
	No.	53	78	59	69
Reading Comprehension	%ile	59	60	62	71
	No.	54	78	59	68
Total Reading	**%ile**	**55**	**60**	**63**	**69**
	No.	53	78	59	68
Language Mechanics	%ile	39	57	71	74
	No.	54	78	59	68
Language Expression	%ile	51	59	62	65
	No.	54	78	59	69
Total Language	**%ile**	**45**	**59**	**67**	**71**
	No.	53	78	59	68
Math Computation	%ile	40	44	46	66
	No.	53	78	59	69
Math Concepts and Applications	%ile	56	59	68	79
	No.	54	78	59	68
Total Mathematics	**%ile**	**50**	**52**	**58**	**73**
	No.	53	78	59	68
Total Battery	**%ile**	**52**	**57**	**64**	**72**
	No.	50	78	59	67
Word Analysis	%ile	47			
	No.	54			
Study Skills	%ile		66	62	71
	No.		78	59	67
Spelling	%ile	44	50	47	49
	No.	55	78	59	68
Science	%ile	47	60	52	67
	No.	54	78	59	68
Social Studies	%ile	49	52	66	63
	No.	54	78	59	68

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	60	72	63	63	60
4	Total Lang. Arts	59	70	63	63	57
4	Total Mathematics	52	60	56	60	64
6	Total Reading	69	65	64	69	67
6	Total Lang. Arts	71	72	68	68	59
6	Total Mathematics	73	67	63	74	70

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Eagle River School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	56	55	98	0	0	1
4	80	78	98	1	0	1
5	60	59	98	0	0	1
6	68	69	101	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	54	27.8	33.3	38.9	55	61
	Lang. Arts	54	13	33.3	53.7	45	57*
	Math	54	38.9	18.5	42.6	52	52
5	Reading	46	34.8	34.8	30.4	75	71
	Lang. Arts	46	34.8	26.1	39.1	73	72
	Math	46	37	30.4	32.6	63	64
6	Reading	47	31.9	31.9	36.2	74	75
	Lang. Arts	47	31.9	44.7	23.4	80	78
	Math	48	18.8	33.3	47.9	67	75*

* Indicates Significant Difference in Means at .05 level.

Table 146

Fairview School Overview

Statement of Program

Fairview Elementary School, located near downtown Anchorage, provides a standard school program of instruction in grades K-6. The staff includes certified classroom teachers, a resource librarian, Federal and State program support staff. A community school program is also housed at Fairview.

The basic instructional program is self-contained with specialists leading art, classroom music, physical education, band, and orchestra. The vision of Fairview is to create and nurture a full service school of life-long learners where all children, their families, school personnel, community members and businesses are partners in learning.

Fairview builds on the strengths of its multicultural students, staff and community to broaden appreciation of cultures and heighten self-confidence, self pride and achievement.

We believe that children should be given instruction to progress at an optimal rate according to their personal abilities. We believe that learning should be exciting and fun for children, and that quality education includes instruction in music, art, physical education, human relations, performing arts, social studies, science, health and work-study skills. The family/community/school partnership is vital to nurturing success in all children, and Fairview strives to achieve success through cooperation.

SCHOOL GOALS

Goal	Level of Achievement
Students in grades 1 through 6 will demonstrate improved reading skills as shown pre and post 1998/99 Title 1 assessments. Students in grades 4 through 6 will also, on average, score 5% higher on this year's CAT 5 Reading Total.	Attained
Students in grades 4 through 6 will score, on the average, 5% higher on the CAT 5 Math total. In addition, students in grades 1 through 6 will demonstrate at least a 5% increase on the Title 1 Math Inventory in the Spring of 1999 as compared to the Fall of 1998.	Partially Attained
Students will demonstrate increased interpersonal problem solving skills.	Not Attained
We will continue to strengthen and expand our parent, business and community partnerships.	Attained

BUDGET*

1997-98 Expenditures	$1,746,240
1998-99 Budgeted Amount	$1,830,842
1999-00 Adopted Budget	$1,722,338

*Dollars budgeted or expended are general fund only.

Fairview School Overview

School Report Card Statement

Fairview Elementary School **Eunice Long**

What an exciting year this has been! We began in a new, the first of its kind, two-story building at the beginning of the school year. We continue to marvel at how fortunate this community and students are to have such a wonderful place to grow, collaborate and learn.

This has also been a rewarding year as parents, community members, business partners, staff and students worked diligently to involve themselves in the standards movement in addition to focusing on and addressing this year's school goals.

With this year's strong focus on reading, Fairview's staff, students, parents and community are to be applauded for the tremendous progress that students made in their area. Indeed, without the committed efforts of all, we could not have experienced an 8% gain on the CAT 5 Reading Total over last year's scores. Our students continue to score well in the area of Math and our business partnerships continue to flourish and grow. We have the most wonderful and committed business partners of any around. They truly go the distance and beyond to support students, families and community.

We have concerns regarding the increase in reported unacceptable behaviors among students. The concerns are due to a tremendous increase in bus write-ups and suspensions. Efforts are being directed towards increased staff, parent, community and student commitments to the program instituted to address interpersonal problems/conflicts with a goal to reduce incidences during the 1999-2000 school year. Our goal is go help students develop the capacity to judge wisely in matters of life and conduct, through instruction and modeling, as we prepare students to live with dignity and purpose. We will strive to create and maintain a climate in which core virtues would be, for all of us, a way of life.

Fairview School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
407	94%	64	3	141

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
399.3	432.3	92.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	13	3	-
Intermediate	7	2	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.75
Classroom Teachers	24.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	3.0	Indian Education Tutor/Counselor	1.0
Music Teachers	1.2	Teacher Assistants/Aides	2.0
Art Teachers	.6	Clerical Support Staff	1.625
Physical Education Teachers	1.2	Custodians	3.0
Bilingual Teachers	1.0		
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Community School, Full-Day Kindergarten, Indian Ed., Title I, Breakfast Program, Counselors

Fairview School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
67	106	105	45	88	344	411
16.30%	25.79%	25.55%	10.95%	21.41%	83.70%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	407	396	97%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
407	66	40	70	103	279	68.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	138	77	133	107	97	552
% in One Sch.	56.52%	49.35%	69.92%	68.22%	58.76%	61.41%
% in Same Sch.	47.10%	38.96%	47.37%	55.14%	38.14%	46.01%

Fairview School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	68	61	51	27
	No.	48	41	49	40
Reading Comprehension	%ile	55	51	46	38
	No.	48	41	49	40
Total Reading	**%ile**	**61**	**57**	**49**	**32**
	No.	48	41	49	40
Language Mechanics	%ile	63	53	60	42
	No.	48	41	48	40
Language Expression	%ile	51	53	43	37
	No.	48	41	47	40
Total Language	**%ile**	**57**	**53**	**52**	**37**
	No.	48	41	47	40
Math Computation	%ile	68	67	62	44
	No.	47	41	51	41
Math Concepts and Applications	%ile	60	53	59	48
	No.	48	41	49	41
Total Mathematics	**%ile**	**65**	**59**	**64**	**45**
	No.	47	41	49	41
Total Battery	**%ile**	**61**	**56**	**58**	**36**
	No.	47	41	47	40
Word Analysis	%ile	41			
	No.	47			
Study Skills	%ile		61	41	33
	No.		41	48	41
Spelling	%ile	57	69	41	32
	No.	48	41	49	40
Science	%ile	44	59	37	28
	No.	47	41	48	41
Social Studies	%ile	53	46	51	43
	No.	47	41	48	41

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	57	47	60	34	26
4	Total Lang. Arts	53	47	57	26	28
4	Total Mathematics	59	60	62	38	29
6	Total Reading	32	43	37	39	43
6	Total Lang. Arts	37	57	39	39	42
6	Total Mathematics	45	60	47	61	55

Fairview School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	58	48	83	3	6	1
4	54	41	76	4	9	0
5	67	51	76	3	7	6
6	53	41	77	3	2	7

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	18	22.2	38.9	38.9	50	60
	Lang. Arts	17	41.2	29.4	29.4	51	49
	Math	18	38.9	33.3	27.8	73	68
5	Reading	32	37.5	21.9	40.6	52	52
	Lang. Arts	32	28.1	34.4	37.5	51	53
	Math	32	28.1	18.8	53.1	64	73
6	Reading	27	25.9	33.3	40.7	29	38
	Lang. Arts	27	29.6	44.4	25.9	48	44
	Math	27	40.7	18.5	40.7	56	54

* Indicates Significant Difference in Means at .05 level.

Table 147

Fire Lake School Overview

Statement of Program

Fire Lake Elementary School provides a complete K-5 program with emphasis on academic achievement and mastery of the basics for all students. The instructional staff includes K-5 classroom teachers, music teacher, special education resource teachers, and physical education teacher. Support services are available in art, bilingual, OT/PT, psychology, multicultural tutor, and special education teacher assistants.

An extensive after school activities program coordinated with the Fire Lake Community School enables the students, staff, parents, and community to utilize the building in the evenings and weekends for a variety of academic and nonacademic experiences.

SCHOOL GOALS

Goal	Level of Achievement
Staff at Fire Lake Elementary School will continue to strive for a balanced and comprehensive reading program that enables reluctant/struggling readers to construct meaning from print.	Attained
Student achievement in spelling will be increased by three per cent for grades three through five.	Attained
Increase access to and knowledge of computer technology for students and staff.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,514,208
1998-99 Budgeted Amount	$1,347,660
1999-00 Adopted Budget	$1,336,080

*Dollars budgeted or expended are general fund only.

Fire Lake School Overview

School Report Card Statement

Fire Lake Elementary School **Linda Connelly**

Linda Connelly Fire Lake Elementary is a strong community school supported by a committed staff, a strong PTA and community school, and a diverse student population. The school has experienced a fulfilling year in terms of student and goal achievement. As a community, we established three goals, in the areas of: reading, spelling, and technology. The specific goals and outcomes are detailed in this report. However, in addition to these goals, other successes included: increased opportunities for parent involvement, a family math night, various assemblies (focusing on such things as the importance of reading, physical fitness, historical perspectives of American events, and learning about others), a greater emphasis on Project Achieve, introduction of Assets to staff and parents, and attention to school safety. Several students were honored for such things as: naming a municipal bus, winning the State Lunch Box Derby, and a city fire safety poster contest. Dee Dee Jonrowe spoke to the school, sponsored by MEA, as a reward for a great science fair.

There was significant effort put into the development of our reading goal and program at the kindergarten through third grade levels. A building reading plan was developed. Training for the primary grade teachers given by the ASD Reading Support Teachers, was instrumental in helping us to assess and plan for the struggling reader. Additional materials were also purchased to expand our books for different reading abilities. Our PTA established a wonderful recreational reading program that displayed students progress throughout the year.

Spelling continued to be an area of focus for the second year. For each grade level the one hundred most frequently used words were posted in all classes. Students were pre and post tested on these priority words. Improvement in these scores carried over to the CAT (5) scores in fourth and fifth grades. Correct spelling throughout all of the subject areas was emphasized in student writing.

Our technology goal was an important part of the school and PTA efforts this year. All students had access to the Internet in their classrooms. Staff participated in several classes that extended their learning of strategies for integrating the computer, as a tool, into the instructional program. The PTA purchased 9 computers for the school and eleven printers. An exciting PTA auction raised funds for a school wide server and programs. It was disappointing the electrical wiring, to create a computer lab, was not successful as a volunteer electrical engineer was not available. We plan to continue to move forward in our quest for updated wiring and equipment.

Fire Lake Elementary School creates a positive learning environment. Parents are often in the building - working, volunteering, or just visiting. The PTA continues to work closely with the teachers and administration in various areas of the school (technology, student council, school store, reading programs, curriculum materials) for the continued success of our overall educational program.

Fire Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
377	78%	59	7	9

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
353.4	376.4	93.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	6	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.875
Classroom Teachers	14.0	Bilingual Tutors	.42
Librarians	1.0	Clerical Support Staff	1.0
Special Education Teachers	2.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.4		
Physical Education Teachers	.7		
Nurses	.75		
Special Programs: Bilingual Ed., Community School			

Fire Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
308	11	31	17	14	73	381
80.84%	2.89%	8.14%	4.46%	3.67%	19.16%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	377	79	20%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	Total
Number Not Promoted	2	1	2	0	0	5
Percent Not Promoted	4.3%	1.7%	2.9%	0%	0%	1.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
377	39	20	25	15	99	26.3%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	33	17	14	15	336	415
% in One Sch.	81.82%	94.12%	71.43%	80.00%	83.63%	83.37%
% in Same Sch.	72.73%	88.24%	71.43%	80.00%	62.80%	65.54%

Fire Lake School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		3	4	5
Reading Vocabulary	%ile	58	62	53
	No.	66	76	76
Reading Comprehension	%ile	65	62	63
	No.	66	76	76
Total Reading	**%ile**	**62**	**63**	**61**
	No.	66	76	76
Language Mechanics	%ile	45	69	64
	No.	65	74	76
Language Expression	%ile	52	65	59
	No.	65	75	76
Total Language	**%ile**	**49**	**69**	**62**
	No.	65	74	76
Math Computation	%ile	55	81	58
	No.	66	77	76
Math Concepts and Applications	%ile	56	78	65
	No.	66	77	77
Total Mathematics	**%ile**	**56**	**82**	**64**
	No.	66	76	76
Total Battery	**%ile**	**57**	**74**	**66**
	No.	65	73	75
Word Analysis	%ile	43		
	No.	66		
Study Skills	%ile		71	60
	No.		77	74
Spelling	%ile	42	54	51
	No.	65	76	76
Science	%ile	67	69	51
	No.	66	77	74
Social Studies	%ile	61	63	66
	No.	66	76	74

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	63	53	54	60	54
4	Total Lang. Arts	69	54	54	55	45
4	Total Mathematics	82	59	69	64	65
6	Total Reading	N/A	N/A	61	63	56
6	Total Lang. Arts	N/A	N/A	60	52	48
6	Total Mathematics	N/A	N/A	71	76	59

Fire Lake School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	66	66	100	0	0	0
4	82	79	96	0	2	1
5	80	77	96	0	0	3
6	N/A	N/A	N/A	N/A	N/A	N/A

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	61	44.3	29.5	26.2	65	60
	Lang. Arts	61	21.3	45.9	32.8	63	67
	Math	63	23.8	27.0	49.2	75	81*
5	Reading	56	21.4	37.5	41.4	54	62*
	Lang. Arts	56	23.2	37.5	39.3	55	64*
	Math	55	27.3	27.3	45.5	61	68*
6	Reading						
	Lang. Arts	No 6th	Graders:	Attending	Mirror Lake		
	Math						

* Indicates Significant Difference in Means at .05 level.

Table 148

Government Hill School Overview

Statement of Program

Government Hill Elementary School provides a complete K-6 and a two-way Spanish Immersion program of instruction to its students and community. The school staff consists of special education resource teachers, Title I specialists, bilingual tutors, family school coordinator, speech/language teacher, and a nurse.

Government Hill is dedicated to provide the best educational environment possible and to meet the needs of a bilingual multicultural community. Emphasis is placed on mastery of the reading, writing and math skills, enrichment activities, computer literacy, and parent and community/business involvement.

SCHOOL GOALS

Goal	Level of Achievement
Increase student achievement and interest in the area of reading.	Attained
Increase student achievement in the area of written language.	Attained
Increase student achievement in the area of math problem solving.	Attained
Promote parent, community and business involvement at Government Hill to create a more positive school climate.	Attained

BUDGET*

1997-98 Expenditures	$1,437,224
1998-99 Budgeted Amount	$1,635,471
1999-00 Adopted Budget	$1,806,873

*Dollars budgeted or expended are general fund only.

Government Hill School Overview

School Report Card Statement

Government Hill Elementary School **Sandy Stephens**

Government Hill Elementary is an exciting place to work and learn. Government Hill continues to have a focus on high academic standards as well as a safe and welcoming environment. The Government Hill staff developed a clear message about the school during the 1997-98 school year and continues to use this message to keep us focused on what we are all about:

Government Hill is a positive, user-friendly, multicultural elementary school with high standards for all students.

The staff goals this year have been to work on training in the following areas:

- Cooperative Learning
- Scholastic Reading Program Training/Reading Strategies Training/First Steps
- Continuation of the Curriculum Integration Project
- Second Language Acquisition Strategies/ESL
- Computer Training for Wiggleworks, e-mail, word processing and hyper studio.

The staff has continued to work on collaboration within teams and developing differentiated curriculum for students in an inclusive model. This year the focus has targeted students that need assistance especially in the area of reading and provide them numerous opportunities to practice reading. Government Hill Elementary continues to try to work through the issues of meeting the needs of gifted students on site at Government Hill.

Government Hill staff has worked on cross training personnel so all the support staff is familiar with Special Education, Bilingual, Title 1, Migrant and Indian Education requirements and program focus.

Highly trained staff will insure that Government Hill students are successful in achieving the high standards of academics as well as appropriate social development expected of all of students.

Government Hill School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
415	136%	57	14	182

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
392.0	415.7	94.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	8	-
Intermediate	1	2	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.0
Classroom Teachers	19.5	Title I Coordinators	.5
Librarians	1.0	International Tutors	8.0
Special Education Teachers	1.0	Indian Education TSA	.4
Music Teachers	1.0	Teacher Assistants/Aides	1.2
Art Teachers	.5	Title VII Specialist	1.0
Physical Education Teachers	1.8	Title VII Secretary/FSSC	1.0
Bilingual Teachers	.5	Clerical Support Staff	1.5
Counselors	1.0	Custodians	2.0
Nurses	.6	FSSC Title I	.5

Special Programs: Bilingual Ed., Breakfast Program, Computer Labs, Counselor, Full-Day Kindergarten, Indian Ed., Migrant Ed., Spanish Immersion, Title I, Title VII

Government Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
162 39.13%	40 9.66%	38 9.18%	36 8.70%	138 33.33%	252 60.87%	414

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	415	188	45%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	0	0	0	0	2	6
Percent Not Promoted	4.9%	0%	0%	0%	0%	6.1%	1.8%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
415	49	28	45	40	162	39.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	43	46	56	162	180	487
% in One Sch.	76.74%	69.57%	62.50%	77.16%	82.78%	76.80%
% in Same Sch.	51.16%	56.52%	55.36%	61.73%	63.89%	60.37%

Government Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	80	79	55	56
	No.	43	42	38	26
Reading Comprehension	%ile	83	72	54	65
	No.	43	42	38	26
Total Reading	**%ile**	**84**	**77**	**55**	**61**
	No.	43	42	38	26
Language Mechanics	%ile	72	75	68	67
	No.	43	41	38	26
Language Expression	%ile	73	77	55	52
	No.	43	41	38	26
Total Language	**%ile**	**75**	**78**	**61**	**58**
	No.	43	41	38	26
Math Computation	%ile	81	81	46	44
	No.	43	41	38	26
Math Concepts and Applications	%ile	85	83	62	61
	No.	43	41	38	26
Total Mathematics	**%ile**	**87**	**85**	**54**	**52**
	No.	43	41	38	26
Total Battery	**%ile**	**85**	**82**	**59**	**57**
	No.	43	41	38	26
Word Analysis	%ile	72			
	No.	43			
Study Skills	%ile		74	48	65
	No.		41	38	26
Spelling	%ile	68	65	51	54
	No.	43	42	38	26
Science	%ile	81	71	44	44
	No.	43	41	38	26
Social Studies	%ile	80	68	57	60
	No.	43	41	38	26

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	77	61	34	40	35
4	Total Lang. Arts	78	60	46	38	33
4	Total Mathematics	85	61	60	61	57
6	Total Reading	61	35	53	35	37
6	Total Lang. Arts	58	48	55	34	22
6	Total Mathematics	52	54	65	54	39

Government Hill School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	61	43	70	13	4	1
4	50	43	86	2	2	3
5	44	38	86	1	2	3
6	32	26	81	1	3	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	31	35.5	35.5	29.0	85	84
	Lang. Arts	30	33.3	40.0	26.7	84	85
	Math	30	23.3	46.7	30.0	85	87
5	Reading	28	28.6	46.4	25.0	64	60
	Lang. Arts	29	24.1	48.3	27.6	66	64
	Math	29	41.4	31.0	27.6	64	55
6	Reading	18	22.2	22.2	55.6	57	61
	Lang. Arts	18	44.4	22.2	33.3	62	62
	Math	18	27.8	50.0	22.2	55	55

* Indicates Significant Difference in Means at .05 level.

Table 150

Homestead School Overview

Statement of Program

Homestead Elementary School provides a K-6 program of instruction to its students in a neighborhood school environment. The school provides a full instructional program including classroom, music, physical education, art, special education, speech and gifted instruction. The school also serves as a community site for many after school activities including Camp Fire and a variety of athletic events supporting the Eagle River area.

Homestead is dedicated to offering a well rounded education which meets the individual needs of all students. There is an ongoing emphasis on academic excellence and personal pride. Stress is placed on the mastery of basic skills with a challenge to stretch one's potential. Homestead houses Anchorage School District's only school wide Classroom Delivery Model for the gifted which has proven to impact the academic standards for all our students. A full offering of technological skills is also provided with a K-6 computer education curriculum, computer lab, internet access stations and a staff maintained World Wide Website. (www.asd.k12.ak.us/Schools/Homestead).

SCHOOL GOALS

Goal	Level of Achievement
All students will demonstrate success and increased achievement at each successive grade level in reading with an emphasis in grades K-3.	Attained
All students will show measurable success and increased achievement at each successive grade level in math. Emphasis will be placed on 5th and 6th grade exit skills as described in the ASD Curriculum Overview.	Attained
Homestead will develop and implement a school-wide Discipline Plan that will support Project Achieve, Caught Being Good and other positive reinforces already in place.	Attained

BUDGET*

1997-98 Expenditures	$1,690,692
1998-99 Budgeted Amount	$1,632,106
1999-00 Adopted Budget	$1,650,273

*Dollars budgeted or expended are general fund only.

Homestead School Overview

School Report Card Statement

Homestead Elementary School **Ed Scherer**

As the staff worked towards accomplishing our goals this year a common thread had our utmost attention. This was the recognition of Homestead's Classroom Delivery Model (CDM) as an alternative program. After six years of ongoing work centering on the development and implementation of differentiated curriculum a comprehensive proposal has been developed and submitted. We were in hope of having Board action prior to the start of the 99-00 school year but the complexity of this process has delayed our time line. Since its inception in 1993, the staff has been involved in ongoing discussions, inservices, university classes and curriculum development. Throughout these years, the program has encountered the expected student and staff changes. In addition the gifted resource teacher, the principal and the gifted supervisor have also changed. The funding that supported our testing in grades K-2 as well as TCS testing for early identification has been lost. Title VI monies which have supported training have come and gone and then returned as our initial training dollars have been eliminated. In spite of these changes, the program is still in place meeting the educational needs of our students.

The teachers at Homestead are now faced with changing IEP requirements, developing a referral process to replace previously administered testing programs, assuring ongoing training and support to new staff while maintaining our district's goal of a balanced K-3 reading program, continuing ongoing changes in various curricular areas and coming to terms with State Standards.

In spite of these challenges, we still believe that the development and implementation of differentiated instruction continues to make a significant difference in the education of all Homestead students and needs to continue and be supported in the future. We encourage further discussions focusing on the benefit to students and the expansion to other schools within the district.

Homestead School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
482	90%	84	33	2

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
474.2	496.5	95.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	8	-
Intermediate	-	6	1
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	19.0	Bilingual Tutors	.05
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.9		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	.5		
Nurses	.7		

Special Programs: Computer labs, Classroom Delivery for the Gifted

Homestead School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
430	15	35	8	5	63	493
87.22%	3.04%	7.10%	1.62%	1.01%	12.78%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	492	47	9%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	2	0	0	4
Percent Not Promoted	3.2%	0%	0%	2.3%	0%	0%	.9%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
492	59	31	15	21	126	25.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	36	9	18	8	468	539
% in One Sch.	77.78%	88.89%	77.78%	50.00%	87.61%	86.09%
% in Same Sch.	66.67%	77.78%	55.56%	37.50%	67.95%	67.16%

Homestead School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	58	67	61
	No.	73	82	61	74
Reading Comprehension	%ile	60	62	63	69
	No.	72	82	61	74
Total Reading	**%ile**	**61**	**61**	**68**	**67**
	No.	72	82	61	74
Language Mechanics	%ile	54	65	80	73
	No.	72	82	61	75
Language Expression	%ile	58	65	67	63
	No.	72	81	61	75
Total Language	**%ile**	**57**	**67**	**76**	**69**
	No.	72	81	61	75
Math Computation	%ile	58	64	63	65
	No.	73	82	53	75
Math Concepts and Applications	%ile	64	69	72	68
	No.	73	81	54	75
Total Mathematics	**%ile**	**64**	**69**	**70**	**66**
	No.	73	81	53	75
Total Battery	**%ile**	**61**	**66**	**74**	**69**
	No.	72	80	53	74
Word Analysis	%ile	57			
	No.	73			
Study Skills	%ile		69	60	62
	No.		82	53	75
Spelling	%ile	55	50	55	55
	No.	72	82	61	74
Science	%ile	60	60	53	59
	No.	73	83	53	74
Social Studies	%ile	56	57	65	62
	No.	72	83	54	74

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	61	67	62	71	61
4	Total Lang. Arts	67	68	74	72	66
4	Total Mathematics	69	60	76	75	67
6	Total Reading	67	73	63	63	57
6	Total Lang. Arts	69	75	69	67	65
6	Total Mathematics	66	75	73	66	59

Homestead School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	79	73	92	0	3	3
4	85	83	98	0	2	0
5	63	61	97	0	0	2
6	77	75	97	0	2	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	68	35.3	35.3	29.4	67	64
	Lang. Arts	66	18.2	36.4	45.5	64	71*
	Math	65	27.7	33.8	38.5	68	73
5	Reading	47	31.9	40.4	27.7	70	72
	Lang. Arts	47	19.1	40.4	40.4	72	79*
	Math	41	19.5	34.1	46.3	64	72*
6	Reading	58	31	44.8	24.1	71	69
	Lang. Arts	59	39	33.9	27.1	76	72
	Math	59	28.8	42.4	28.8	67	68

* Indicates Significant Difference in Means at .05 level.

Table 150

Huffman School Overview

Statement of Program

Huffman is a standard elementary school with a traditional instructional program for students in grades K-6. Highly dedicated teaching staff and support personnel provide an educational program for students which emphasizes excellence in basic academic skill development, positive self-concept building, experiencing responsibility, and learning American citizenship values. Huffman offers all students an opportunity for a quality education while considering each student's needs, abilities, and interests. Special Education is available to qualified students K-6, as is Slingerland instruction in grades one, two, and three. Each class in grades K-6 is involved in microcomputer activities in the new computer lab. Literature is also emphasized in K-6 through classroom instruction, Bookmates, Battle of the Books, accelerated Reader and 100 Book Club, Readers are Leaders - an active recreational reading program, and the library instructional program.

Beginning with the 1990-91 school year, Huffman has been a site for the Camp Fire Before and After School program. As a satellite of Rabbit Creek Community School, Huffman serves the needs of the community through various classes and recreational opportunities. The support and encouragement of the local PTA is also an integral part of the entire school program.

SCHOOL GOALS

Goal	Level of Achievement
Phase IV of the Huffman's Mathematics' Goal which is implementation of the Everyday Mathematics Curriculum with an emphasis and focus on computational skills.	Attained
Grades 1-3 will access Reading Skills and implement interventions where needed. Grades 4-6 will implement the Accelerated Reader Program.	Attained
Computer Technology Phase V: develop a three to five year technology building program.	Attained

BUDGET*

1997-98 Expenditures	$1,700,918
1998-99 Budgeted Amount	$1,654,458
1999-00 Adopted Budget	$1,697,026

*Dollars budgeted or expended are general fund only.

Huffman School Overview

School Report Card Statement

Huffman Elementary School **Jim Kurka**

Huffman continues to enjoy a high level of parent participation and support both at school and in the home. The Huffman community remains stable because the transit rates remain low providing students with greater consistency in their educational experience. Communication and interaction between the school and parents remains at a very high and positive level.

This year has been a rewarding one with students continuing to demonstrate high achievement and parent supporting our academic goals. The school staff continue to address the school wide discipline program, Stop & Think, and emphasize Huffman's Character Counts program. It is anticipated that major emphasis in Reading and Math will the be the focus goals for the 1999/2000 school year.

Thanks to the district wide focus on Reading we were able to purchase Reading materials appropriate for emergent readers in graders K-3. With grant funds from our Technology Plan we were able to continue staff development in the area of computer and technology skills. Title VI and VIB Grants provided funding for teachers to have release time to engage in collaborative planning and assessment of students. It is our hope that funding is continued for these programs to meet student's needs, identification and support for the struggling readers.

We are very proud of our Computer Lab volunteers, who received two recognitions this year. The school district awarded the Huffman Computer Committee and Volunteers - the Outstanding Contribution and Support of a School certificate and they also received the J. C. Penney - Golden Rule Nominee and $250 in cash towards Computer Lab expenses. Huffman Elementary's students, teacher and parents also received special recognition from Mayor Mystrom for our participation in Operation Magaden. "With the help of Huffman Elementary students and teachers, Anchorage citizens contributed over 13,000 boxes of food for families in need in our sister city in Magaden, Russia." It was a joy to represent Huffman students, parents and staff to receive this recognition for such a worthy event recognizing the generosity of the Huffman community.

Huffman School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
511	101%	111	26	16

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
483.8	508.0	95.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	7	-
Intermediate	-	8	1
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.625
Classroom Teachers	17.0	Bilingual Tutors	.32
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.5	Custodians	2.5
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.65		
Special Programs: Bilingual Ed., Slingerland for grades 1-3			

Huffman School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
450 87.55%	5 0.97%	29 5.64%	21 4.09%	9 1.75%	64 12.45%	514

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	511	17	3%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
511	44	48	13	11	116	22.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	35	21	5	9	492	562
% in One Sch.	71.43%	95.24%	100.00%	100.00%	84.15%	84.16%
% in Same Sch.	42.86%	66.67%	80.00%	55.56%	71.95%	69.75%

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Huffman School Achievement

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	75	78	76	74
	No.	62	67	83	85
Reading Comprehension	%ile	73	75	76	79
	No.	62	67	84	85
Total Reading	**%ile**	**76**	**78**	**78**	**80**
	No.	62	67	83	85
Language Mechanics	%ile	70	75	83	83
	No.	62	67	84	85
Language Expression	%ile	78	79	78	78
	No.	62	67	84	85
Total Language	**%ile**	**76**	**78**	**83**	**83**
	No.	62	67	84	85
Math Computation	%ile	75	83	70	83
	No.	62	66	84	85
Math Concepts and Applications	%ile	74	84	83	89
	No.	62	67	84	85
Total Mathematics	**%ile**	**77**	**87**	**80**	**86**
	No.	62	66	84	85
Total Battery	**%ile**	**78**	**83**	**84**	**86**
	No.	62	66	83	85
Word Analysis	%ile	69			
	No.	62			
Study Skills	%ile		82	74	79
	No.		67	84	85
Spelling	%ile	64	62	63	67
	No.	62	67	84	85
Science	%ile	81	77	65	81
	No.	62	66	84	85
Social Studies	%ile	74	74	80	72
	No.	62	66	84	85

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	78	78	78	80	69
4	Total Lang. Arts	78	79	79	76	70
4	Total Mathematics	87	87	87	84	76
6	Total Reading	80	81	77	84	79
6	Total Lang. Arts	83	82	82	83	77
6	Total Mathematics	86	84	85	89	84

Huffman School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	69	62	90	0	7	0
4	71	67	94	0	0	4
5	85	84	99	0	0	1
6	89	85	96	2	2	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	58	27.6	50.0	22.4	80	78
	Lang. Arts	58	27.6	36.2	36.2	73	77
	Math	57	12.3	24.6	63.2	73	86*
5	Reading	70	22.9	50.0	27.1	79	78
	Lang. Arts	71	28.2	31.0	40.8	80	84
	Math	71	36.6	47.9	15.5	87	81*
6	Reading	71	40.8	25.2	23.9	85	82
	Lang. Arts	71	47.9	21.1	31.0	88	83*
	Math	71	31.0	29.6	39.4	85	88

* Indicates Significant Difference in Means at .05 level.

Table 151

Inlet View School Overview

Statement of Program

Inlet View provides a program to promote personal responsibility, develop useful study and work skills, and emphasize student mastery of basic math and reading. To facilitate these ends the school has organized instructional approaches, classroom groupings, resource materials and personnel. Because discipline and order are necessary for the learning process, rules have been written by students and staff based on group needs, individual and group responsibilities, as well as health and safety concerns. These purposes involve cooperative efforts among teachers, students and parents on a continuing basis.

SCHOOL GOALS

Goal	Level of Achievement
Our third grade students will score at or above the third grade instructional reading level.	Attained
School achievement in spelling will be increased by at least five percentile points.	Attained
To expand student's knowledge and ability to use technology as a media.	Attained

BUDGET*

1997-98 Expenditures	$1,059,828
1998-99 Budgeted Amount	$993,567
1999-00 Adopted Budget	$1,069,476

*Dollars budgeted or expended are general fund only.

Inlet View School Overview

School Report Card Statement

Inlet View Elementary School **Becky Randazzo**

We have had a very successful year at Inlet View. Our test scores were higher than last year and we attained all of our three goals. Our computer lab was closed due to the Fire Marshall and everyone was very upset over the ruling. It also affected the students being able to completely meet our third goal in technology as it was originally stated so we changed our goal to include other activities. We expanded our research reports using the internet, included still photos from the digital camera with our writings, and made new national and international friends through e-mail. Therefore, we felt we were able to meet our technology goal. We had a lot of very positive programs and activities for our parents and students. We received a lot of compliments about the staff and the entire school environment through the surveys from parents, staff, and students.

Inlet View School Characteristics

SCHOOL MEMBERSHIP

September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
260	88%	58	22	29

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
241.0	255.6	94.2%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	3	1	-
Intermediate	1	3	-
Combination	2	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	11.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.0
Music Teachers	.6		
Art Teachers	.3		
Physical Education Teachers	.6		
Gifted Teachers	2.0		
Nurses	.5		

Special Programs: Community School, Gifted sites

Inlet View School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
179 68.58%	11 4.21%	19 7.28%	29 11.11%	23 8.81%	82 31.42%	261

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	260	53	20%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	1	0	2
Percent Not Promoted	2.6%	0%	0%	0%	2.7%	0%	.9%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
260	34	25	26	16	101	38.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	25	33	14	26	198	296
% in One Sch.	56.00%	72.73%	64.29%	76.92%	79.80%	76.01%
% in Same Sch.	36.00%	57.58%	42.86%	46.15%	64.14%	58.45%

Inlet View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	76	59	58
	No.	41	28	34	30
Reading Comprehension	%ile	56	61	54	69
	No.	41	28	34	30
Total Reading	**%ile**	**55**	**70**	**58**	**67**
	No.	41	28	34	30
Language Mechanics	%ile	48	70	69	66
	No.	41	28	34	30
Language Expression	%ile	61	66	57	70
	No.	41	28	34	30
Total Language	**%ile**	**55**	**70**	**63**	**69**
	No.	41	28	34	30
Math Computation	%ile	58	75	69	82
	No.	41	28	34	31
Math Concepts and Applications	%ile	54	68	63	71
	No.	40	28	34	31
Total Mathematics	**%ile**	**57**	**73**	**67**	**77**
	No.	40	28	34	31
Total Battery	**%ile**	**56**	**73**	**65**	**74**
	No.	40	28	34	30
Word Analysis	%ile	45			
	No.	41			
Study Skills	%ile		75	57	71
	No.		28	34	30
Spelling	%ile	41	60	62	70
	No.	41	28	34	30
Science	%ile	59	68	63	66
	No.	41	28	34	30
Social Studies	%ile	57	63	70	72
	No.	41	28	34	30

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	70	64	73	74	69
4	Total Lang. Arts	70	60	65	61	69
4	Total Mathematics	73	81	76	76	78
6	Total Reading	67	75	74	75	77
6	Total Lang. Arts	69	81	80	78	77
6	Total Mathematics	77	88	84	87	86

Inlet View School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	44	41	93	0	1	2
4	31	28	90	0	0	3
5	37	34	92	0	0	3
6	33	31	94	1	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	20	20.0	45.0	35.0	81	84
	Lang. Arts	19	10.5	42.1	47.4	68	79*
	Math	19	10.5	15.8	73.7	75	86
5	Reading	28	32.1	25.0	42.9	62	66
	Lang. Arts	28	7.1	50.0	42.9	56	70*
	Math	28	46.4	21.4	32.1	82	77
6	Reading	22	27.3	45.5	27.3	74	74
	Lang. Arts	22	40.9	40.9	18.2	83	79
	Math	22	27.3	31.8	40.9	81	85

* Indicates Significant Difference in Means at .05 level.

Table 152

Kasuun School Overview

Statement of Program

Kasuun Elementary School serves students in kindergarten through grade 6. The school program includes a well defined core curriculum in language arts, reading, mathematics, science and social studies that follows the recommended frameworks of the Anchorage School District. Students also have the opportunity for participation in general music, physical education, art, library science, computer technology, gifted education, and sixth grade band and orchestra.

The professional staff strives to assist students in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected, and differences are valued.

We stress a strong commitment to the relationship between the school, home, and our richly diverse community. Parents are invited to join us in a partnership to provide the children with essential skills that create productive, caring people.

SCHOOL GOALS

Goal	Level of Achievement
Kasuun Elementary School students, in grades 3-6, will maintain or improve math computation scores as reported on the 1999 California Achievement Test.	Attained
Kasuun Elementary will increase the number of independent readers while identifying and assisting the reluctant/struggling readers.	Attained
Kasuun Elementary will emphasize character development by focusing on the following traits: responsibility, trustworthiness, respect, fairness, caring, and citizenship throughout the 1998-99 school year.	Attained

BUDGET*

1997-98 Expenditures	$2,048,078
1998-99 Budgeted Amount	$2,032,375
1999-00 Adopted Budget	$2,217,467

*Dollars budgeted or expended are general fund only.

Kasuun School Overview

School Report Card Statement

Kasuun **Colleen Stevens**

As we complete our third year in existence, Kasuun Elementary School has achieved many successes and progressed toward our commitment to providing a program that will lead to academic excellence for all students. Developing an academic focus as been the galvanizing force in uniting the parents and our professional staff in creating a true community of learners.

We began this process by identifying the priorities of parents, staff, and students. Strong basic skills, a love for reading, and being responsible for one's self and to the community came across clearly and are central to all our work with children on our school report card goals. Specific year long goals and outcomes are detailed in this report.

For the past three years, we have initiated and developed an approach that assists in making every child a successful reader. Our Reading Renaissance program (K-6) has proven to be an effective way of giving students the reading practice time they need to strengthen their reading skills and fluency. It combines an intensive regimen of reading practice, motivational techniques, and state-of-the-art technology. Our students love it, the parents report that their children are reading all the time, and the librarian states that she has doubled the check out of books. Upon completing a book, students take a comprehension test on the story and receive points for passing the tests. A comparison of 401 students that attended Kasuun during the 1997-98 and 1998-99 school year showed the following growth:
1997-98 12,207 tests taken and 13,910 points earned by 401 students
1998-99 18,852 tests taken and 24,901 points earned by 401 students

Our Renaissance Faire at the end for the school year celebrated everyone's success in reading and is the highlight of the students' academic year. It is all day long, filled with music, art and P.E. activities. Parent volunteers enjoy and provide support for the faire.

A sampling of the areas of students' success this year include the 16 sixth grade students that received the Presidential Award for Educational Excellence at the end of the school year, students' art work selected and displayed in Juneau, State recognition for student projects in the Reflections Program, Bell Benton award for poetry, over 200 science projects entered in our science fair, and the sixth grade sea collage that will hang in the Sea Life Center in Seward.

We have developed many unique programs that promote academic achievement and motivate towards excellence. Our third annual Breakfast of Champions provided a banquet atmosphere for all our 3-6 graders, serving breakfast for their physical bodies while community speakers provided nourishment for their intellectual needs. Students were motivated to set goals and try their best by TV/radio personalities, policemen, Special Olympians, and high school athletes. Sixth grade students were nominated, completed a personal portfolio and interview, for the second annual S.T.R.I.V.E. Award (Students Trying to Achieve Individual Excellence). Three panelists (school board member, assembly member, and TV personality) selected eight finalists and two winners. Our first Spell-A-Thon was held. Students learned 100 grade appropriate works (k-6), earned over $12,000 for our technology and were entertained at the Bees Knees Party by the principal and intern dressed as Bumble Bees.

New academic programs were implemented this year. The first and second grade teachers began a Cast-A-Spell program that integrates spelling, phonics and reading. Student interest, active engagement, and phonemenal growth in spelling resulted. The P.E., Music and Art teachers developed a month long multicultural unit focusing their lessons on the Pacific Rim countries. Grade levels made presentations for the student body on what they learned and produced from these countries. Our fifth grades produced a Revolutionary War Historical Musical for the student body. Our first grade teachers received a grant and purchased tape recorders that allow the children to develop audio portfolios of their reading. These recorders accompanied the students home to share their reading progression and successes with their parents. Through a science grant, our sixth graders built a green house and studies hydroponics.

Our Character Education program resulted in many out-reach projects to the community: Kids' Kitchen, nursing homes, hospitals, and fire victims. Our sixth graders teamed with our business partner, BLM, to adopt both E. 68th and Abbot Loop roadways. They received praise form both home owners and the BLM employees for their efforts.

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Kasuun School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
639	117%	104	18	70

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
613.6	644.5	95.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	10	-
Intermediate	-	9	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	5.5
Classroom Teachers	23.0	Bilingual Tutors	1.5
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	2.0		
Nurses	1.0		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1

Kasuun School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
406	57	86	57	38	238	644
63.04%	8.85%	13.35%	8.85%	5.90%	36.96%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	639	124	19%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	1	0	0	0	3
Percent Not Promoted	2.1%	0%	1.0%	0%	0%	0%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
639	61	31	36	43	171	26.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	95	62	69	42	447	715
% in One Sch.	78.95%	83.87%	76.81%	69.05%	86.35%	83.22%
% in Same Sch.	63.16%	67.74%	56.52%	57.14%	67.11%	65.03%

Kasuun School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	65	64	55	57
	No.	87	87	88	70
Reading Comprehension	%ile	63	64	59	68
	No.	85	89	88	70
Total Reading	**%ile**	**66**	**66**	**58**	**64**
	No.	85	87	88	69
Language Mechanics	%ile	49	68	76	74
	No.	86	86	88	68
Language Expression	%ile	60	61	68	67
	No.	87	87	89	69
Total Language	**%ile**	**55**	**65**	**74**	**72**
	No.	86	85	88	67
Math Computation	%ile	62	78	77	66
	No.	88	90	88	71
Math Concepts and Applications	%ile	56	69	66	74
	No.	87	90	88	72
Total Mathematics	**%ile**	**60**	**76**	**74**	**72**
	No.	87	89	88	70
Total Battery	**%ile**	**62**	**72**	**71**	**71**
	No.	85	83	88	67
Word Analysis	%ile	62			
	No.	88			
Study Skills	%ile		71	60	61
	No.		89	89	69
Spelling	%ile	50	58	60	48
	No.	87	89	88	70
Science	%ile	67	60	54	58
	No.	86	86	89	69
Social Studies	%ile	60	62	67	62
	No.	86	85	88	71

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	66	68	69	N/A	N/A
4	Total Lang. Arts	65	68	68	N/A	N/A
4	Total Mathematics	76	69	62	N/A	N/A
6	Total Reading	64	53	60	N/A	N/A
6	Total Lang. Arts	72	67	59	N/A	N/A
6	Total Mathematics	72	66	70	N/A	N/A

Kasuun School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	92	88	96	0	3	1
4	96	91	95	0	4	1
5	90	89	99	1	0	0
6	76	73	96	2	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	70	21.4	42.9	35.7	62	66
	Lang. Arts	71	14.1	40.8	45.1	52	65*
	Math	73	17.8	19.2	63.0	54	76*
5	Reading	65	49.2	30.8	20.0	72	63*
	Lang. Arts	65	16.9	46.2	36.9	72	77*
	Math	65	18.5	40.0	41.5	73	77*
6	Reading	56	23.2	37.5	39.3	64	67
	Lang. Arts	55	29.1	52.7	18.2	76	72
	Math	56	26.8	37.5	35.7	70	73

* Indicates Significant Difference in Means at .05 level.

Table 153

John F. Kennedy School Overview

Statement of Program

John F. Kennedy Elementary School provides a comprehensive program of instruction for students in grades K-6 whose parents reside or work on Fort Richardson. The school has an instructional staff which includes the Title I program to help underachieving students in reading/language arts. Kennedy students attend full-day kindergarten and have access to the gifted and talented program which is housed in our school. Kennedy staff also includes a speech teacher, nurse, bilingual tutor, and family school services coordinator as well as specialists for physical education, art, music, and library. There is a mini computer lab in the library which is used weekly by small groups of students.

The Kennedy PTA has an active parent volunteer program and helps run recreational reading and student achievement programs. Ongoing communication between the home and the school is a goal of the PTA and the Kennedy staff.

SCHOOL GOALS

Goal	Level of Achievement
Our John F. Kennedy staff and parents want to continue with our Reading and Language Arts K-6 goal, since our district is going to continue with the K-3 Reading Benchmarks along with developing 4-6 benchmarks throughout the district. Through collaboration with staff and parents we will develop a balanced Reading/Language Arts program K-6. Our goal is to provide instruction and support which enables our students to become independent readers by the end of grade three.	Attained
Second through Fifth grade students at John F. Kennedy will, in addition to using the Everyday Math program, will improve their math computational skills. They will specifically practice basic computation and learn how to do mental math strategies.	Attained
John F. Kennedy students will be introduced to the Internet and Electronic Mail, after completing the ASD Student and Parent Agreement contract. Our students will be able to explore libraries, databases and bulletin boards and will be able to exchange messages with other appropriate Internet users. Our students will be able to develop research skills by using the Internet.	Attained

BUDGET*

1997-98 Expenditures	$1,019,258
1998-99 Budgeted Amount	$1,030,600
1999-00 Adopted Budget	$1,112,233

*Dollars budgeted or expended are general fund only.

John F. Kennedy School Overview

School Report Card Statement

Kennedy, J. F. Elementary School **Betty Silverthorn**

I have been very proud of the work and success of this staff and volunteer parents. WE began in the fall with a plan to coordinate all of our efforts on improving reading and language arts at Kennedy K-6. We utilized our inservices predominantly to collaborate together regarding reading and writing. We made the decision to take the training and college class "First Steps" Writing Continuum. All of our staff and five teachers and the principal from Ursa Minor participated. Each of us could see the improvement our students made and continued to improve in reading skills K-6. Our teachers all participate in reading buddies, between grade levels. Many classes did presentations; skits, poetry reading. We had two Library Reading Nights with parents and other community leaders.

Parents, staff and students worked very hard to keep our school open. The continued support of this community has been greatly appreciated. We are already meeting and planning our next school year in our newly remodeled school.

2-0

John F. Kennedy School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
272	84%	30	0	17

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
255.4	264.8	96.4%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	2	4	-
Intermediate	-	3	-
Combination	1	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers	11.0	Title I Coordinators	.5
Librarians	1.0	Bilingual Tutors	.55
Special Education Teachers	1.5	Title I Parent Workers	3.0
Music Teachers	.4	Teacher Assistants/Aides	1.0
Art Teachers	.3	Clerical Support Staff	1.0
Physical Education Teachers	.5	Custodians	2.0
Gifted Teachers	1.0		
Nurses	.5		
Special Programs: Full-Day Kindergarten, Title I, Gifted sites, Slingerland for grade 1			

John F. Kennedy School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
158	81	1	12	21	115	273
57.88%	29.67%	0.37%	4.40%	7.69%	42.12%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	272	133	48%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
272	64	69	22	34	189	69.5%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	3	12	104	25	198	343
% in One Sch.	33.33%	58.33%	55.77%	48.00%	59.60%	57.14%
% in Same Sch.	33.33%	25.00%	44.23%	56.00%	36.36%	39.65%

John F. Kennedy School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	52	50	61	31
	No.	31	35	31	18
Reading Comprehension	%ile	58	49	67	53
	No.	30	35	31	18
Total Reading	**%ile**	**56**	**50**	**66**	**41**
	No.	30	35	31	18
Language Mechanics	%ile	49	55	74	52
	No.	30	35	31	18
Language Expression	%ile	55	50	69	43
	No.	30	35	31	18
Total Language	**%ile**	**53**	**53**	**74**	**46**
	No.	30	35	31	18
Math Computation	%ile	59	68	48	44
	No.	29	35	31	18
Math Concepts and Applications	%ile	54	44	65	53
	No.	29	35	31	18
Total Mathematics	**%ile**	**59**	**56**	**60**	**48**
	No.	29	35	31	18
Total Battery	**%ile**	**57**	**52**	**69**	**44**
	No.	29	35	31	18
Word Analysis	%ile	45			
	No.	31			
Study Skills	%ile		57	68	55
	No.		35	31	18
Spelling	%ile	37	53	65	41
	No.	30	35	31	18
Science	%ile	55	49	47	55
	No.	30	35	31	18
Social Studies	%ile	57	49	65	54
	No.	30	35	31	18

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	50	53	52	67	23
4	Total Lang. Arts	53	62	52	60	30
4	Total Mathematics	56	60	62	51	18
6	Total Reading	41	62	44	57	52
6	Total Lang. Arts	46	64	46	61	67
6	Total Mathematics	48	68	35	53	41

John F. Kennedy School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	31	31	100	0	0	0
4	38	35	92	0	2	1
5	34	31	91	0	2	1
6	20	18	90	0	1	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	18	27.8	27.8	44.4	50	50
	Lang. Arts	18	16.7	33.3	50.0	39	51
	Math	18	11.1	27.8	61.1	33	53*
5	Reading	13	7.7	38.5	53.8	48	63
	Lang. Arts	13	15.4	15.4	69.2	60	75*
	Math	13	30.8	38.5	30.8	53	57
6	Reading	7	28.6	28.6	42.9	48	47
	Lang. Arts	7	28.6	28.6	42.9	39	48
	Math	7	14.3	57.1	28.6	47	50

* Indicates Significant Difference in Means at .05 level.

Table 154

Kincaid School Overview

Statement of Program

Kincaid Elementary School will provide a complete K-6 program of instruction for its students. The school staff will include a librarian, special education resource and intensive needs teachers, a physical education teacher, a music teacher and an art teacher.

The needs of all students will be met through a variety of developmentally appropriate teaching methods. Opportunities for both team teaching and self-contained classrooms are included in the program. The goal of the education program is to educate our students for today and the future, and to develop skills and a love of learning that will prepare them to be contributing citizens and employees in an ever changing world.

We are a neighborhood school and recognize that a program cannot be built without the support of the community. Citizens are therefore encouraged to participate fully in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Kincaid Elementary School will continue to research, develop and teach reading strategies to all primary students and to provide interventions and specialized instruction for those students having difficulty learning to read.	Attained
Kincaid Elementary School will continue to increase achievement in spelling on standardized and criterion based tests in the intermediate grades.	Partially Attained
Kincaid Elementary school will continue to effectively make use of building technology to improve and enhance student and teacher learning across the curriculum.	Attained
Kincaid Staff will continue to work together to maximize parent/community involvement and to ensure effective two-way communication.	Attained

BUDGET*

1997-98 Expenditures	$1,681,155
1998-99 Budgeted Amount	$1,584,357
1999-00 Adopted Budget	$1,754,671

*Dollars budgeted or expended are general fund only.

Kincaid School Overview

School Report Card Statement

Kincaid Elementary School **Bruce Lamm**

It seems every year at a new school gets easier. We have developed traditions and schedules that work and are not constantly reinventing things as we go along. The staff works well together and have built a trust with the students, parents and community. Most of the concerns this year have been with the building and grounds. We experienced three floods caused by broken pipes which destroyed teacher and district materials and closed school for the Intermediate wing one day. Frost heaves in the parking lot and sidewalk have caused some safety concerns and questions from the public. Instructionally we are doing a great job. This is confirmed by teacher assessments, test scores and comments from staff, students and parents.

This year we have been working school-wide with Project Achieve. Effective use of the skills and language associated with this program, combined with a new lunch schedule have brought the number of student referrals to the office down by over 50%. As a staff we have also developed grade level benchmarks for technology and will use these benchmarks to improve instruction next year.

I am proud to be Principal of Kincaid Elementary School. I know I am admittedly bias, but I believe this is one of the best schools in the District. I know that it has the best staff I have ever worked with. We have good kids and supportive parents. I am looking forward to another great year as we move into the 21st century.

Kincaid School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
508	103%	104	28	30

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
480.6	507.1	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	9	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	8.0
Classroom Teachers	19.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	2.0		
Nurses	1.6		
Special Programs: Gifted sites, Computer labs, Intensive needs site, Slingerland for grade 1			

Kincaid School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
401 78.94%	15 2.95%	49 9.65%	31 6.10%	12 2.36%	107 21.06%	508

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	508	64	12%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.5%	0%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
508	44	28	24	24	120	23.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	54	35	16	12	435	552
% in One Sch.	79.63%	85.71%	75.00%	83.33%	86.44%	85.33%
% in Same Sch.	48.15%	60.00%	56.25%	66.67%	69.89%	66.67%

Kincaid School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	70	69	65	73
	No.	75	63	87	60
Reading Comprehension	%ile	61	68	66	73
	No.	75	63	87	60
Total Reading	**%ile**	**67**	**70**	**68**	**75**
	No.	75	63	87	60
Language Mechanics	%ile	50	60	79	73
	No.	74	63	87	60
Language Expression	%ile	61	62	78	74
	No.	74	63	87	60
Total Language	**%ile**	**56**	**62**	**81**	**75**
	No.	74	63	87	60
Math Computation	%ile	66	65	74	75
	No.	74	63	87	60
Math Concepts and Applications	%ile	63	73	80	79
	No.	73	63	87	60
Total Mathematics	**%ile**	**66**	**72**	**79**	**77**
	No.	73	63	87	60
Total Battery	**%ile**	**65**	**69**	**80**	**77**
	No.	73	63	87	60
Word Analysis	%ile	51			
	No.	75			
Study Skills	%ile		71	68	66
	No.		63	87	59
Spelling	%ile	48	53	53	61
	No.	75	63	87	60
Science	%ile	66	65	61	71
	No.	75	63	87	59
Social Studies	%ile	61	62	74	65
	No.	75	63	87	59

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	70	72	72	N/A	N/A
4	Total Lang. Arts	62	69	70	N/A	N/A
4	Total Mathematics	72	75	76	N/A	N/A
6	Total Reading	75	69	75	N/A	N/A
6	Total Lang. Arts	75	72	74	N/A	N/A
6	Total Mathematics	77	84	74	N/A	N/A

Kincaid School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	78	75	96	0	0	3
4	65	63	97	0	1	1
5	90	87	97	0	3	0
6	61	60	98	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	50	30.0	40.0	30.0	76	73
	Lang. Arts	50	20.0	40.0	40.0	61	64
	Math	50	36.0	38.0	26.0	75	73
5	Reading	69	42.0	31.9	26.1	71	66
	Lang. Arts	69	13.0	31.9	55.1	69	81*
	Math	69	29.0	27.5	43.5	77	81
6	Reading	49	20.4	36.7	42.9	71	76
	Lang. Arts	50	28.0	38.0	34.0	76	76
	Math	50	14.0	26.0	60.0	67	79*

* Indicates Significant Difference in Means at .05 level.

Table 155

Klatt School Overview

Statement of Program

Klatt Elementary School is dedicated to offering a well-rounded education in all subject areas, with an ongoing emphasis on academic achievement in the basic subject areas of language arts, math and reading. Professionally sound and individually appropriate learning experiences are provided to meet varying needs, abilities, interests, and special talents of students. Klatt provides full-day kindergarten and the Resolving Conflict Creatively Program in grades K-6.

Parents and community members have and will continue to play important roles in the development and operation of school programs.

SCHOOL GOALS

Goal	Level of Achievement
The Klatt staff will maintain a balanced integrated approach to the teaching of Reading.	Attained
Students will show measurable success and increased achievement at each grade level in Spelling.	Attained
Students will demonstrate increased inter-personal problem-solving skills as demonstrated by fewer bus write-ups.	Attained
Continue to increase knowledge and integration of technology by students, staff, and families.	Attained
To expand the number of School Business Partnerships for Klatt.	Attained

BUDGET*

1997-98 Expenditures	$1,957,320
1998-99 Budgeted Amount	$1,927,703
1999-00 Adopted Budget	$1,887,547

*Dollars budgeted or expended are general fund only.

Klatt School Overview

School Report Card Statement

Klatt Elementary School **Loucrecia Collins**

We are so proud of the continued academic and social growth attained at during the 1998-99 school year. Teachers continued training in the area of literacy to assist students with improving reading skills. A Slingerland classroom was added to meet the need of students who would benefit from a multisensory approach to reading instruction. At the 6th grade level, an interdisciplinary approach which modeled the middle school concept was implemented. This novel approach was well received by the students and parents of the community. Students rotated among three teachers for learning blocks for Language Arts, Math and Social Studies. Academic growth was noted in all areas on the CAT. Math scores improved significantly for these students. We will use this concept again in 1999-2000. Students continued to participate in special activities such as; THE SPELLING BEE, MATH DERBY, HRO RECREATIONAL READING PROGRAM, TALENT SHOW, ARTIST IS RESIDENCE PROGRAM, REFLECTIONS ART PROGRAM, STUDENT MEDIATORS, YOUTH EMPOWERMENT DAY, ANCHORAGE READS TUTORING PROGRAM, AND CHORUS. As the building Principal, I believe all these programs help our young people develop skills for life.

The Klatt PTA was recognized as the outstanding honor unit in the State of Alaska for 1998-99. These volunteers coordinated mentoring programs for the 6th grade boys and girls, hosted the fall carnival, assisted with earthquake safety, developed Red Ribbon Week activities, and provided food coupons for families in need. Their relentless efforts supported the staff in providing a quality education program. The Klatt PTA rose to the challenge of meeting the needs of our community.

Population growth in the Klatt community is a concern as new home construction abounds in this area. Boundary hearings are set for the fall to address the issue of overcrowding at Klatt. Our size is currently at 122% of capacity.

While Klatt is categorized as a neighborhood school, we offer options to parents in the pedagogy areas of SLINGERLAND, 1/2 MULTI-AGED, INTERDISCIPLINARY 6TH GRADE, and TEAM TEACHING. For our school motto a quote by the late James Baldwin, "They are all our children. We will either PAY or BENEFIT from who they become."

Klatt School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
525	120%	107	38	68

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
497.4	530.6	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	9	-
Intermediate	-	9	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	1.0
Special Education Teachers	3.0	Teacher Assistants/Aides	3.0
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	2.5
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Full-Day Kindergarten, Indian Ed.

Klatt School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
372	12	71	42	29	154	526
70.72%	2.28%	13.50%	7.98%	5.51%	29.28%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	525	159	30%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	5	0	1	0	0	0	6
Percent Not Promoted	6.2%	0%	1.1%	0%	0%	0%	1.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
525	40	42	32	48	162	30.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	84	56	17	33	410	600
% in One Sch.	72.62%	71.43%	52.94%	84.85%	81.95%	79.00%
% in Same Sch.	64.29%	62.50%	52.94%	75.76%	62.39%	64.50%

Klatt School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	41	55	57
	No.	85	65	71	70
Reading Comprehension	%ile	65	52	61	68
	No.	85	65	71	70
Total Reading	**%ile**	**64**	**47**	**59**	**64**
	No.	85	65	71	70
Language Mechanics	%ile	48	55	58	68
	No.	85	65	71	70
Language Expression	%ile	58	43	59	62
	No.	85	65	71	70
Total Language	**%ile**	**53**	**49**	**58**	**66**
	No.	85	65	71	70
Math Computation	%ile	64	52	45	81
	No.	85	65	71	69
Math Concepts and Applications	%ile	56	50	65	69
	No.	85	65	72	70
Total Mathematics	**%ile**	**60**	**50**	**57**	**76**
	No.	85	65	71	69
Total Battery	**%ile**	**60**	**48**	**60**	**70**
	No.	85	65	71	69
Word Analysis	%ile	54			
	No.	85			
Study Skills	%ile		57	57	67
	No.		65	73	70
Spelling	%ile	55	51	52	45
	No.	84	65	71	70
Science	%ile	61	56	48	61
	No.	85	64	73	70
Social Studies	%ile	66	56	60	62
	No.	85	64	73	70

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	47	62	66	65	51
4	Total Lang. Arts	49	49	64	50	45
4	Total Mathematics	50	59	64	60	49
6	Total Reading	64	57	58	53	51
6	Total Lang. Arts	66	63	61	61	50
6	Total Mathematics	76	61	62	61	61

Klatt School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	86	85	99	0	0	1
4	69	65	94	1	3	0
5	74	73	99	0	0	1
6	70	70	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	46	28.3	39.1	32.6	50	52
	Lang. Arts	46	17.4	28.3	54.3	40	56*
	Math	45	42.2	31.1	26.7	63	59
5	Reading	57	38.6	35.1	26.3	64	61
	Lang. Arts	57	24.6	33.3	42.1	54	62*
	Math	57	38.6	35.1	26.3	62	60
6	Reading	58	36.2	32.8	31.0	63	65
	Lang. Arts	58	25.9	37.9	36.2	66	66
	Math	58	13.8	29.3	56.9	59	76*

* Indicates Significant Difference in Means at .05 level.

Table 156

Lake Hood School Overview

Statement of Program

Lake Hood Elementary School provides a complete K-6 program with emphasis on academic achievement and mastery of the basics for all students.

Emphasis is placed on the infusion of technology into the core curriculums. Positive student decorum and daily attendance are stressed. Frequent recognition activities emphasize respect, responsibility, and academic achievement.

Lake Hood is a neighborhood school which houses a bilingual center for the diverse student population. Lake Hood welcomes the active involvement of the community in the education of the students at Lake Hood.

SCHOOL GOALS

Goal	Level of Achievement
Lake Hood teachers in grades K-3 will select and implement a group of assessment tools to be used on a quarterly basis to identify reluctant/struggling readers, guide instruction, and monitor growth in reading skills.	Attained
The Lake Hood school staff, students, and parents will continue to develop activities that will enhance relationships with our extended communities - our school business partnerships, our parent population, and our school environment.	Attained
Goal 3 is directed at the continued implementation of Everyday Math as the Lake Hood school wide mathematics program. The staff and community will focus on better understanding, implementation, and management of this district wide adoption. Community members will have an opportunity to learn more about the Everyday Math program here at Lake Hood.	Attained
Lake Hood Staff will continue to work towards the integration of technology into the curriculum through the following: 1) Staff members will continue to develop their skills in using the technology available in our school and develop an understanding of how this technology can be directly integrated into current ASD curriculum. 2) Expose students to a variety of technologies including but not limited to database, multimedia, simulations, spreadsheet, telecommunications, word processing, and graphics applications. Emphasis will be on accessing, analyzing, interpreting, and applying information collected by means of these technologies.	Attained

BUDGET*

1997-98 Expenditures	$1,770,269
1998-99 Budgeted Amount	$1,766,504
1999-00 Adopted Budget	$1,720,274

*Dollars budgeted or expended are general fund only.

Lake Hood School Overview

School Report Card Statement

Lake Hood Elementary School **Connie Reinhart**

The mission of the Anchorage School District is to educate students for success in life. The strategic plan for Lake Hood's 1998-99 school report card involved the staff, parents, P.T.A., Community School Representatives and the Lake Hood Community.

The Lake Hood team made a strong effort to invite everyone to join our school report card goal teams. We discussed our goals in the Spring of 1998. We sent information out in the May, 1998 newsletter relaying information that we were forming a committee to work on our school report card goals. Our parent/community newsletters of September 10, 17 and 24, 1998 invited parents and community members to join our school report card teams. *The meetings were also listed in three of our main languages for our bilingual population. A breakfast meeting was held on September 25, 1998 to discuss and formalize the goals to the teachers, staff, parents and community members. Four goals were established and presented in the October 8, 1998 parent/community newsletter. The goals were discussed throughout the year in the principal's newsletters, faculty meetings and monthly P.T.A. meetings.

An evening community meeting to discuss the outcome of our 1998-99 school report card goals was held on May 26, 1999. Our four goals were very successful. We thank the parents, students and community members who completed and returned the surveys. We worked very hard throughout the year to achieve our goals. The continued dedication of our staff, students, parents and community members is very evident and greatly appreciated.

Lake Hood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
487	89%	64	20	98

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
458.8	484.8	94.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	8	-
Intermediate	-	7	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	20.5	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	2.0	Custodians	3.0
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	.9		

Special Programs: Computer labs, Slingerland for grade 1

Lake Hood School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
245	32	70	115	21	238	483
50.72%	6.63%	14.49%	23.81%	4.35%	49.28%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	487	114	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
487	39	30	33	17	119	24.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	79	128	35	24	277	543
% in One Sch.	73.42%	87.50%	71.43%	79.17%	82.31%	81.40%
% in Same Sch.	67.09%	74.22%	65.71%	58.33%	61.73%	65.56%

Lake Hood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	56	54	49	44
	No.	73	60	71	62
Reading Comprehension	%ile	51	49	55	58
	No.	73	60	71	62
Total Reading	**%ile**	**54**	**52**	**54**	**52**
	No.	73	60	71	62
Language Mechanics	%ile	55	61	66	74
	No.	73	60	71	62
Language Expression	%ile	51	53	57	54
	No.	73	60	71	62
Total Language	**%ile**	**53**	**58**	**63**	**64**
	No.	73	60	71	62
Math Computation	%ile	61	61	56	67
	No.	73	59	70	62
Math Concepts and Applications	%ile	58	64	63	67
	No.	73	59	71	62
Total Mathematics	**%ile**	**61**	**63**	**62**	**67**
	No.	73	59	70	62
Total Battery	**%ile**	**56**	**57**	**62**	**61**
	No.	73	59	70	62
Word Analysis	%ile	48			
	No.	73			
Study Skills	%ile		62	55	62
	No.		60	71	62
Spelling	%ile	58	53	48	50
	No.	73	60	71	62
Science	%ile	54	56	47	44
	No.	72	60	71	62
Social Studies	%ile	58	47	59	58
	No.	70	60	71	62

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	52	64	51	N/A	N/A
4	Total Lang. Arts	58	70	56	N/A	N/A
4	Total Mathematics	63	78	52	N/A	N/A
6	Total Reading	52	64	58	N/A	N/A
6	Total Lang. Arts	64	67	68	N/A	N/A
6	Total Mathematics	67	65	64	N/A	N/A

Lake Hood School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	74	73	99	0	1	0
4	65	60	92	1	1	3
5	71	71	100	0	0	0
6	62	62	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	49	34.7	44.9	20.4	56	62
	Lang. Arts	51	23.5	29.4	47.1	55	60
	Math	50	28.0	36.0	36.0	60	65
5	Reading	47	34.0	42.6	23.4	58	52
	Lang. Arts	47	29.8	40.4	29.8	68	67
	Math	47	51.1	31.9	17.0	79	65*
6	Reading	50	32.0	34.0	34.0	52	53
	Lang. Arts	50	28.0	32.0	40.0	64	67
	Math	50	16.0	44.0	40.0	62	69*

* Indicates Significant Difference in Means at .05 level.

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Lake Otis School Overview

Statement of Program

Lake Otis Elementary School provides a K-6 program of instruction. The kindergarten program is full day. The instructional staff includes a librarian, physical education teachers, resource teachers, classroom music teachers, and an art teacher. In addition, specialists are provided in the areas of speech, band, orchestra, Indian education, psychology, bilingual education, and nursing services.

The staff at Lake Otis is dedicated to providing an excellent education with an emphasis on academics and a positive school climate. Outstanding after school activities are provided by the Community School program.

The community is very involved in the total school program and many parents volunteer their time and services to assist teachers and students. Lake Otis has 3 business partnerships which provide a variety of help to the school.

SCHOOL GOALS

Goal	Level of Achievement
Each individual classroom will increase student recreational reading time. Each individual classroom will increase reading comprehension.	Attained
Increase teacher and student use of classroom computers for the purpose of incorporating technology with the ASD curriculum.	Attained
The positive school climate will continue to be emphasized as an integral part of our school day, focusing on building social skills, community involvement, and positive reinforcement. This year we will implement Character Counts education as an additional area of focus.	Attained

BUDGET*

1997-98 Expenditures	$2,009,444
1998-99 Budgeted Amount	$2,110,658
1999-00 Adopted Budget	$1,996,758

*Dollars budgeted or expended are general fund only.

Lake Otis School Overview

School Report Card Statement

Lake Otis Elementary School **Lace Fenwick**

Lake Otis students, staff, and parents successfully achieved the goals established for the 1998-99 school year. The academic goal of increasing recreational reading and an increase in reading comprehension was achieved. Our continuing goal to increase teacher and student use of classroom computers was also achieved. Our goal for continuing to improve school climate and the additional focus on Character Counts education was also achieved this year.

There have been several opportunities for parents to become more actively involved in the educational partnership. Read in nights, artist in residence, adopt a stream, salmon release, bike rodeo, and referral free activities were made available this year at Lake Otis with a positive response from students and parents. Music Day, Field Day and the Artist in Residence program were special and successful events this year in which many parents and community members actively participated.

The PTA has continued to be extremely active and supportive for all students and staff at Lake Otis with a particular focus in the area of technology.

It is evident from the current student and parent surveys that there is a very positive attitude toward Lake Otis school, staff, and the quality of programs here.

The staff, parents, and students at Lake Otis have a lot to be proud of in the success they have achieved. A continuation of the home/school partnership is important for all students to meet the challenges of the future.

A meeting was held at Lake Otis on May 20, 1999 to report to the community the progress of our school goals.

Lake Otis School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
516	104%	111	17	57

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
483.2	511.5	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	13	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers	22.0	Bilingual Tutors	1.5
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.8	Teacher Assistants/Aides	2.5
Music Teachers	1.0	Clerical Support Staff	1.75
Art Teachers	.5	Custodians	3.0
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Full-Day Kindergarten, Indian Ed., Slingerland for grade 1

Lake Otis School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
319	59	78	39	21	197	516
61.82%	11.43%	15.12%	7.56%	4.07%	38.18%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	516	186	36%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	7	1	1	0	2	0	11
Percent Not Promoted	7.7%	1.3%	1.2%	0%	3.5%	0%	2.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
516	58	49	43	42	192	37.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	98	45	69	27	365	604
% in One Sch.	64.29%	84.44%	72.46%	74.07%	75.34%	73.84%
% in Same Sch.	50.00%	55.56%	52.17%	44.44%	64.38%	59.11%

Lake Otis School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	56	69	63
	No.	79	53	54	48
Reading Comprehension	%ile	62	51	69	68
	No.	79	53	54	48
Total Reading	**%ile**	**62**	**54**	**71**	**67**
	No.	79	52	54	48
Language Mechanics	%ile	50	52	68	75
	No.	78	54	54	46
Language Expression	%ile	61	51	67	78
	No.	77	54	54	46
Total Language	**%ile**	**57**	**52**	**69**	**78**
	No.	77	54	54	46
Math Computation	%ile	62	36	42	66
	No.	79	54	62	48
Math Concepts and Applications	%ile	60	53	68	79
	No.	79	53	53	47
Total Mathematics	**%ile**	**63**	**44**	**57**	**74**
	No.	79	53	53	47
Total Battery	**%ile**	**62**	**50**	**68**	**76**
	No.	77	52	53	46
Word Analysis	%ile	58			
	No.	79			
Study Skills	%ile		62	66	77
	No.		54	53	48
Spelling	%ile	56	53	54	59
	No.	78	54	54	48
Science	%ile	66	59	57	62
	No.	79	54	52	47
Social Studies	%ile	62	53	64	73
	No.	79	54	52	47

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	54	70	77	69	56
4	Total Lang. Arts	52	67	74	52	55
4	Total Mathematics	44	67	83	64	64
6	Total Reading	67	42	54	49	49
6	Total Lang. Arts	78	43	57	57	47
6	Total Mathematics	74	38	41	50	45

Lake Otis School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	85	79	93	0	2	4
4	55	54	98	0	1	0
5	57	54	95	2	0	1
6	52	49	94	1	0	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	36	36.1	36.1	27.8	67	64
	Lang. Arts	37	24.3	43.2	32.4	57	61
	Math	37	54.1	24.3	21.6	56	49
5	Reading	46	32.6	32.6	34.8	73	74
	Lang. Arts	46	32.6	26.1	41.3	71	73
	Math	46	39.1	39.1	21.7	68	61
6	Reading	36	50.0	27.8	22.2	78	70*
	Lang. Arts	34	26.5	38.2	35.3	80	80
	Math	35	31.4	40.0	28.6	75	74

* Indicates Significant Difference in Means at .05 level.

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Mt. Spurr School Overview

Statement of Program

Mount Spurr Elementary School provides a K-6 program of instruction to students who are dependents of military personnel. Realizing the diverse backgrounds of our students our mission is to provide our students with a foundation for future learning around the world, within a positive, nurturing environment.

SCHOOL GOALS

Goal	Level of Achievement
To develop a comprehensive reading program that will encourage and promote a lifelong love of reading.	Attained
Students in grades 4-6 will improve spelling proficiency as a result of a well-balanced program. This would include focus on high frequency words, daily writing, and instruction in spelling patterns, words and skills.	Partially Attained
To develop a school-wide behavior plan that focuses on positive recognition for appropriate behavior as well as consequences for inappropriate behavior.	Attained

BUDGET*

1997-98 Expenditures	$-17,726
1998-99 Budgeted Amount	$1,092,764
1999-00 Adopted Budget	$1,057,437

*Dollars budgeted or expended are general fund only.

Mt. Spurr School Overview

School Report Card Statement

Mt. Spurr **Kathi Humble**

Mt. Spurr School is located on Elmendorf Air Force Base and has an enrollment of approximately 300 students. Support for families and children is available through the Exceptional Family Member Program, the Family Support Center and the Air Force Hospital. Having these services available is beneficial when educational issues require counseling or other medical support. Parent and community volunteers are regular participants in our school and they provide valuable services for our students and teachers. We also have a very active PTA that provides leadership for fund raising and other educational activities that build a sense of pride in the community.

There are strong connections between the school and military community and we work together in a collaborative manner that provides benefits for both parties.

Transiency is an issue at Mt. Spurr due to the Temporary Housing quarters being located in the Mt. Spurr School zone. While there is a core group of students that remain constant, we report an 80% transiency rate as families are temporarily located at Mt. Spurr while they find permanent housing, usually off base.

Mt. Spurr is a great school with very few discipline problems and a staff committed to promoting self-esteem for kids through a positive school climate. Mt. Spurr is a traditional K-6 school that offers a half-day kindergarten program and Slingerland in grades 1-3.

Mt. Spurr School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
288	76%	32	11	17

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
281.8	292.3	96.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	4	5	-
Intermediate	-	3	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.625
Classroom Teachers (2 funded by Title I)	12.0	Bilingual Tutors	.25
Librarians	1.0	Clerical Support Staff	1.0
Special Education Teachers	1.6	Custodians	2.0
Music Teachers	.6		
Art Teachers	.35		
Physical Education Teachers	.6		
Nurses	.55		

Special Programs: Bilingual Education, Migrant Education, Slingerland for grades 1, 2 and 3.

Mt. Spurr School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
214	54	3	14	14	85	299
71.57%	18.06%	1.00%	4.68%	4.68%	28.43%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	288	75	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	1	0	2
Percent Not Promoted	2.4%	0%	0%	0%	2.3%	0%	.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
288	116	28	62	26	232	80.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	2	16	67	19	282	388
% in One Sch.	0.00%	81.25%	59.70%	57.89%	62.06%	61.60%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Mt. Spurr School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	71	65	63	45
	No.	47	33	39	22
Reading Comprehension	%ile	75	60	75	64
	No.	47	33	39	22
Total Reading	**%ile**	**75**	**63**	**71**	**55**
	No.	47	33	39	22
Language Mechanics	%ile	49	74	77	81
	No.	47	33	39	22
Language Expression	%ile	68	60	70	49
	No.	47	33	39	22
Total Language	**%ile**	**61**	**69**	**75**	**70**
	No.	47	33	39	22
Math Computation	%ile	52	68	66	82
	No.	47	33	39	22
Math Concepts and Applications	%ile	55	66	75	83
	No.	47	33	39	22
Total Mathematics	**%ile**	**56**	**68**	**72**	**84**
	No.	47	33	39	22
Total Battery	**%ile**	**66**	**67**	**76**	**73**
	No.	47	33	39	22
Word Analysis	%ile	59			
	No.	47			
Study Skills	%ile		70	63	58
	No.		33	39	22
Spelling	%ile	55	59	58	55
	No.	47	33	39	22
Science	%ile	62	74	50	44
	No.	47	33	39	22
Social Studies	%ile	67	72	77	60
	No.	47	33	39	22

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	63	N/A	79	76	57
4	Total Lang. Arts	69	N/A	76	63	56
4	Total Mathematics	68	N/A	83	65	68
6	Total Reading	55	N/A	62	73	74
6	Total Lang. Arts	70	N/A	66	73	67
6	Total Mathematics	84	N/A	77	79	77

Mt. Spurr School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	48	47	98	0	0	1
4	33	33	100	0	0	0
5	39	39	100	0	0	0
6	23	22	96	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading						
	Lang. Arts						
	Math						
			Not open 1997/98				
5	Reading						
	Lang. Arts						
	Math						
6	Reading						
	Lang. Arts						
	Math						

* Indicates Significant Difference in Means at .05 level.

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Mt. View School Overview

Statement of Program

Mountain View Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities.

The school has a reading specialist, a mathematics specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a resource tutorial staff, and SMSI trained teachers.

The staff at Mountain View is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Students will show at least a 75% increase in reading ability.	Partially Attained
Students will show at least a 75% increase in attaining spelling goals.	Partially Attained
Continue to increase parent involvement.	Attained

BUDGET*

1997-98 Expenditures	$1,581,957
1998-99 Budgeted Amount	$1,765,457
1999-00 Adopted Budget	$1,829,592

*Dollars budgeted or expended are general fund only.

Mt. View School Overview

School Report Card Statement

Mt. View Elementary School **Doris Ross**

Mt. View's continuing goal is to increase academically in reading, spelling, and math. The students made some progress overall in these areas. The students at Mt. View showed growth in the areas of reading. Specifically, in oral fluency, comprehension, and increased reading levels. Emphasis will continue to be placed on increasing reading skills and strategies and attendance in school. We continued including the parents in helping their children "learn to read" by offering again this year a class that taught them strategies needed to help their child be successful. We also included our volunteers/mentors from the Air Force and Army in the training. This proved to be quite successful. Because the CPR class was so successful with parents last year, we did one this year. We actually had a waiting list this year. We completed our Emergency Preparedness Kit, implemented our new School Wide Discipline Program, our student mediators through the RCCP Program, used parents as TSAs, hired a Computer Lab Tech, continued the training of our teachers in technology classes, brought on a new school business partner, and continued utilizing the community as part of our School-To-Work Program.

The Mt. View community continues to grow. As a result, our numbers in the school have increased. With Title I funding, I was able to add another Kindergarten class. The numbers were extremely high in this age range this year as well as in fourth grade.

With our School-To-Work Grant we were able to continue funding extra field trips, develop special projects in the classrooms, bring in a new school business partner, and have another artist-in-residence for two weeks.

Mt. View continues to strive for excellence. I do feel that with continued support form all the different parties involved with this community, a difference can be made at a much higher percentage. The diversity makes this a great community to work in. I feel very fortunate to be here.

Mt. View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
431	92%	75	1	147

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
402.1	444.2	90.5%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	4	-
Intermediate	-	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.25
Classroom Teachers	23.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.0	Indian Education Tutor/Counselor	1.0
Music Teachers	.9	Teacher Assistants/Aides	1.0
Art Teachers	.5	Clerical Support Staff	1.5
Physical Education Teachers	1.0	Custodians	3.0
Counselors	1.0	Title I Parent Worker	1.0
Nurses	.7	Title I Tutor/TA	1.0

Special Programs: Bilingual Ed., Full Day Kindergarten, Indian Ed., Title I, Slingerland for grades 1 and 4, Computer Labs, Breakfast Program, Counselors.

Mt. View School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
88	90	110	99	45	344	432
2037%	20.83%	25.46%	22.92%	10.42%	79.63%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	431	412	95%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
431	63	41	85	74	263	61.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	137	135	108	65	106	551
% in One Sch.	63.50%	66.67%	62.04%	60.00%	63.21%	63.52%
% in Same Sch.	49.64%	50.37%	44.44%	46.15%	37.74%	46.10%

Mt. View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	14	24	20	18
	No.	61	72	40	57
Reading Comprehension	%ile	16	24	24	22
	No.	61	74	40	57
Total Reading	**%ile**	**14**	**23**	**21**	**19**
	No.	61	72	40	57
Language Mechanics	%ile	15	33	37	22
	No.	62	73	40	57
Language Expression	%ile	15	19	30	25
	No.	61	74	40	57
Total Language	**%ile**	**13**	**23**	**31**	**20**
	No.	61	73	40	57
Math Computation	%ile	15	33	31	26
	No.	61	74	39	57
Math Concepts and Applications	%ile	14	26	27	30
	No.	61	74	39	56
Total Mathematics	**%ile**	**12**	**26**	**27**	**25**
	No.	61	74	39	56
Total Battery	**%ile**	**11**	**23**	**25**	**19**
	No.	59	72	39	56
Word Analysis	%ile	11			
	No.	61			
Study Skills	%ile		35	31	23
	No.		73	39	56
Spelling	%ile	25	27	26	22
	No.	62	72	40	57
Science	%ile	20	25	20	12
	No.	61	74	39	56
Social Studies	%ile	20	28	32	23
	No.	60	73	39	56

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	23	33	26	38	25
4	Total Lang. Arts	23	48	27	31	30
4	Total Mathematics	26	42	36	23	37
6	Total Reading	19	33	35	23	26
6	Total Lang. Arts	20	35	41	23	26
6	Total Mathematics	25	39	39	50	42

Mt. View School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	67	62	93	2	0	3
4	76	74	97	1	1	0
5	43	40	93	2	0	1
6	58	57	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	44	20.5	50.0	29.5	25	28
	Lang. Arts	43	18.6	32.6	48.8	16	31*
	Math	44	11.4	38.6	50.0	22	32*
5	Reading	24	50.0	33.3	16.7	33	23
	Lang. Arts	24	25.0	33.3	41.7	34	38
	Math	24	50.0	20.8	29.2	46	36
6	Reading	35	51.4	25.7	22.9	31	24
	Lang. Arts	35	54.3	31.4	14.3	37	26*
	Math	33	39.4	33.3	27.3	37	35

* Indicates Significant Difference in Means at .05 level.

Table 160

Muldoon School Overview

Statement of Program

Muldoon Elementary School is a K-6 Title I Schoolwide Project offering a multiage, fully inclusive program with reduced class sizes in all grades. The school has an instructional staff which includes four dual-cert classroom teachers who carry a five student special education load in addition to their regular classroom responsibilities, full-time special education teachers, physical education, art and music teachers, and a librarian. Muldoon has a full-day kindergarten program, a counseling program and a Title I Parent/Community Volunteer Coordinator who oversees volunteer and community activities. Parent workers are employed in the school to work with students in classroom.

Muldoon is dedicated to offering the students of the area a well-rounded and enriched education. The school program promotes a safe, healthy environment; high academic, social and personal standards and expectations; parent and community partnerships; positive relationships between home and school through open communication; critical thinking and problem solving; responsible decision making; and, pride and acceptance in self and others.

In addition to the academic program, Muldoon has a Resolving Conflict Creatively Program and Project Achieve. Muldoon is a participant in the Federal Weed and Seed grant, an area wide project to reduce risk factors and build in resiliency among children and families.

SCHOOL GOALS

Goal	Level of Achievement
Students in grades K-3 will meet reading standards and expectations established by the Anchorage School District.	Partially Attained
Students in grades 4-6 will meet reading standards and expectations established by the Anchorage School District.	Partially Attained
Students in grades 1-6 will master the words most frequently used in writing.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,493,298
1998-99 Budgeted Amount	$1,689,108
1999-00 Adopted Budget	$1,663,724

*Dollars budgeted or expended are general fund only.

Muldoon School Overview

School Report Card Statement

Muldoon Elementary School **Virginia Juettner**

This was the first year we worked on the First Steps implementation including documenting student progress on the First Steps continuum. We also implemented a schoolwide assessment and portfolio system which took much of our time. During first quarter conferences, teachers met with parents to review student progress on the First Steps continuum and to show parents how they could support reading development at home. We asked each parent to sign a compact which included a commitment to work on reading at home.

We are discovering that work on reading improvement is going to take some time and we need to continue these goals for the next 2-3 years. Our staff is new to teaching for the most part, and we are working heavily on staff development in reading. Although teachers had First Steps training and a charge to work on the Reading continuum this year, it was difficult to accomplish this on a day to day basis. We have some new resources through our O. B. Porter School Reform grant which will be implemented in the fall.

Documenting student progress on the First Steps continuum will take another year to fully document. We placed students on the continuum, which was accomplished by the end of the school year. This will provide us with the base line data needed to document progress on the continuum. We also compiled CAT score information (attached) and pre-/post- integrated assessment data for reading response and writing (attached).

There were many gains in reading and spelling this year. However, with our high student turnover, we are constantly getting new students throughout the school year. We will continue to work on reading next year and strive for full implementation of the First Steps program.

Muldoon School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
403	118%	78	8	68

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
390.7	419.6	93.1%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	6	-	-
Intermediate	2	2	-
Combination	7	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.4
Classroom Teachers	20.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	4.0	Teacher Assistants/Aides	2.0
Music Teachers	1.0	Clerical Support Staff	1.5
Art Teachers	.5	Custodians	2.0
Physical Education Teachers	1.0	Title I Parent Worker	6.5
Counselors	1.0		
Nurses	.7		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Computer labs, Counselors

Muldoon School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
159	89	97	38	20	244	403
39.45%	22.08%	24.07%	9.43%	4.96%	60.55%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	403	292	72%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
403	48	41	69	91	249	61.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	122	60	109	27	205	523
% in One Sch.	65.57%	61.67%	65.14%	66.67%	62.44%	63.86
% in Same Sch.	48.36%	45.00%	52.29%	37.04%	42.93%	46.08%

Muldoon School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	30	37	28	30
	No.	54	52	47	39
Reading Comprehension	%ile	38	38	36	40
	No.	54	53	47	39
Total Reading	**%ile**	**33**	**36**	**32**	**35**
	No.	54	53	47	39
Language Mechanics	%ile	20	29	54	36
	No.	55	53	47	39
Language Expression	%ile	30	31	34	41
	No.	54	53	47	39
Total Language	**%ile**	**23**	**29**	**41**	**37**
	No.	54	53	48	39
Math Computation	%ile	25	29	34	32
	No.	55	53	46	39
Math Concepts and Applications	%ile	27	37	45	49
	No.	54	53	46	39
Total Mathematics	**%ile**	**24**	**31**	**39**	**39**
	No.	54	53	46	39
Total Battery	**%ile**	**24**	**30**	**37**	**35**
	No.	54	53	46	39
Word Analysis	%ile	19			
	No.	55			
Study Skills	%ile		46	40	42
	No.		52	47	39
Spelling	%ile	31	33	28	38
	No.	54	51	47	39
Science	%ile	36	43	32	35
	No.	53	53	47	38
Social Studies	%ile	32	32	41	39
	No.	53	53	47	38

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	36	45	36	34	44
4	Total Lang. Arts	29	36	27	22	51
4	Total Mathematics	31	37	39	32	51
6	Total Reading	35	34	27	41	41
6	Total Lang. Arts	37	37	32	45	41
6	Total Mathematics	39	27	31	47	39

Muldoon School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	58	55	95	0	1	2
4	61	55	90	1	5	0
5	60	49	82	0	4	7
6	45	40	89	0	3	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	30	13.3	40.0	46.7	25	35*
	Lang. Arts	30	13.3	30.0	56.7	16	31*
	Math	30	13.3	46.7	40.0	31	37
5	Reading	25	56.0	28.0	16.0	48	39*
	Lang. Arts	26	23.1	30.8	46.2	32	44
	Math	25	16.0	32.0	52.0	36	47
6	Reading	25	44.0	28.0	28.0	35	36
	Lang. Arts	25	48.0	28.0	24.0	40	33
	Math	25	32.0	36.0	32.0	45	41

* Indicates Significant Difference in Means at .05 level.

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North Star School Overview

Statement of Program

North Star Elementary School provides a complete K-6 program of instruction to its students. Kindergarten is a full day program. We meet the needs of a diverse community. The basic instructional program offers self contained, multiage, and combination classes which strive to draw from each student the best of their capabilities to develop positive attitudes about self, others, and school.

The North Star staff consists of classroom teachers, special education resource teachers and aides, speech/language, psychologist, Title I math and language arts specialists, family school services, bilingual learning center with teachers and tutors, Indian education tutor, counselors, physical education teacher, music and chorus, band and orchestra, library, art, full-time nurse, gifted program and Title I child in transition program.

North Star is dedicated to providing a well-rounded education program with emphasis being placed on mastery of academic and social skills. North Star supports a conflict resolution creativity program where problem solving skills are taught by classroom teachers and counselors and supported with trained student mediators. A before and after school program is provided at the school.

Parents and community are invited and encouraged to take an active part in the school, PTA programs, and Community School activities.

SCHOOL GOALS

Goal	Level of Achievement
To increase literacy performance and attitudes in the area of language arts with special emphasis on improving reading proficiency.	Partially Attained
Students will demonstrate growth in conventional spelling of words in list and context sentences.	Partially Attained
Students will increase their use of technology across the curriculum.	Attained
To promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.	Attained
Continue to integrate Project Achieve with Resolving Conflict Creatively Program to promote a safe, disciplined and alcohol- & drug -free school environment that is conducive to learning. Continue schoolwide discipline program using Project Achieve and RCCP social skills and activities throughout the entire school with a focus on Monthly social skills. Staff and teachers are given coordinating RCCP lessons and activities that target monthly social skills.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,847,289
1998-99 Budgeted Amount	$1,937,112
1999-00 Adopted Budget	$2,170,557

*Dollars budgeted or expended are general fund only.

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North Star School Overview

School Report Card Statement

North Star Elementary School **Myrna Moulton**

1998-99 has been a good year. Again we started the year off with our Back to School Picnic. many students & families attended and had the opportunity to meet, eat together, and hare ideas for the coming year.

•This is year three of our Five Year Title I School Wide Plan where delivery of Title I and Special Ed. services were combined to ensure each classroom with 2 2/1 hours of additional certified support for our needy student population. Pullouts and specialist classes were coordinated to ensure block time in reading/language arts and math. Lessons and activities were planned to help students gain strategies to improve in the areas of reading/language arts and math. We continue to see growth but still feel that we have much to do before all of our population "catches up". Our students and families supported our reading incentive programs and overall have a positive attitude about reading for pleasure and for learning. Although transience remains high at North Star we are beginning to see more families choose to keep their students at North Star. Our school also housed the CIT-H (Child in Transition-Homeless) program and three shelters send students to North Star. Over 125 CIT-H students were enrolled at North Star with around 70 CIT-H students remaining at the end of the year. many of these children have been through trauma and are emotionally, socially and academically fragile and needy. The CIT-H program tries to support the students and families with extra counseling, CIT-H tutors, school supplies, transportation to remain in home school, family activities, parenting classes and other needed assistance. These students have impacted North Star. We have welcomed them, supported them and have worked very hard to meet their needs as they revolve in an out of school.

•This year the majority of our staff received training in the First Steps for reading. We began implementing this program by placing at least 6 students from every classroom on the reading continuum. First Steps assessment helped in the placement of students on the reading continuum and the First Steps Resource helped teachers with appropriate strategies in reading instruction to meet the identified needs. We did see growth in reading skills and movement across the continuum. Several teachers attended a First Steps support class to fine tune teaching skills and add additional strategies to meet the students' needs. In addition teachers developed portfolios for all students that were placed on the reading continuum and this information will follow the student through elementary school giving us the opportunity to see growth and movement across the continuum. We will continue to add students being placed on the First Steps Reading Continuum and use the assessments and strategies provided by First Steps to best meet the literacy needs of our students.

•PTA continues to be a positive force at North Star. The number of actual "card carrying" members is still small, but when an even or activity is held, the parents and volunteers do come and help out. The PTA continues to promote education and their children. They have sponsored many successful school events and the communication is still open. Parents are determined to keep North Star safe, positive and nurturing environment for their children and families. Successful money making projects helped to pay for the first 6th grade trip to the Seward Sea Life Center, field trips, visiting authors, RIF books, RCCP mediator and Peace Ambassador activities, reading incentives, and our Happy Star Store. PTA also continues to be involved in the decision making in the areas of curriculum. Their support and partnership in education is great!

•RCCP and or mediator program continues to be an important part of North Star. Mediator training and peace ambassador training was successful giving us mediators on the playground and peace ambassadors to help out in activities in and out of school. Project Achieve was also to be integrated across the curriculum. Due to time constraints we did not have the monthly project achieve assemblies to promote focused social skills and our retraining room was not able to be staffed for most of the year. We saw a drop in our students' social skills behaviors. We also had many new staff members that had not been fully trained in project achieve. Next year we will bring these two important components back so the program can be fully successful.

•Our business partnership with the Anchorage International Rotary continues to be successful. The Rotary Readers continue reading to our children and they also honored a North Star Teacher of the Year.

•In summary the year has been pretty good. We do see many parents in the building feeling welcome, helping out and sharing the education of their students. They are happy and feel their children are safe in a positive learning environment.

North Star School Characteristics

SCHOOL MEMBERSHIP

September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
558	94%	88	9	172

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
494.6	535.3	92.4%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	-	11	-
Intermediate	-	7	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.875
Classroom Teachers	24.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	4.0	Indian Education Tutor/Counselor	.5
Music Teachers	1.0	Teacher Assistants/Aides	2.0
Art Teachers	.5	Clerical Support Staff	1.625
Physical Education Teachers	1.0	Custodians	2.5
Bilingual Teachers	1.0	Title I Parent Worker	1.0
Gifted Teachers	2.0		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., , Breakfast program , Counselors, Full-Day Kindergarten, Gifted sites, Indian Ed., Slingerland for grade 1, Title I,

North Star School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
161	65	144	82	81	372	533
30.21%	12.20%	27.02%	15.38%	15.20%	69.79%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	526	373	70%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	0	0	0	3
Percent Not Promoted	2.4%	1.1%	0%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
526	90	38	109	87	324	61.6%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	185	102	85	100	203	675
% in One Sch.	63.78%	66.67%	63.53%	60.00%	66.01%	64.30%
% in Same Sch.	49.73%	48.04%	38.82%	44.00%	43.84%	45.48%

North Star School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	31	33	27	29
	No.	57	67	73	39
Reading Comprehension	%ile	33	36	35	45
	No.	56	67	73	39
Total Reading	**%ile**	**31**	**33**	**31**	**37**
	No.	56	67	73	39
Language Mechanics	%ile	23	34	47	61
	No.	55	66	73	39
Language Expression	%ile	33	37	40	52
	No.	55	66	73	39
Total Language	**%ile**	**28**	**34**	**42**	**56**
	No.	53	66	73	39
Math Computation	%ile	48	39	26	52
	No.	56	67	73	39
Math Concepts and Applications	%ile	51	38	44	53
	No.	56	67	73	39
Total Mathematics	**%ile**	**50**	**37**	**33**	**51**
	No.	56	67	73	39
Total Battery	**%ile**	**36**	**33**	**34**	**46**
	No.	53	66	73	39
Word Analysis	%ile	29			
	No.	57			
Study Skills	%ile		43	39	46
	No.		66	73	39
Spelling	%ile	30	41	36	49
	No.	54	65	73	39
Science	%ile	41	39	31	33
	No.	55	66	72	39
Social Studies	%ile	49	31	44	45
	No.	56	66	72	39

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	33	37	48	40	39
4	Total Lang. Arts	34	41	59	32	50
4	Total Mathematics	37	33	46	24	55
6	Total Reading	37	33	42	32	33
6	Total Lang. Arts	56	40	48	28	34
6	Total Mathematics	51	33	38	36	37

North Star School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	59	57	97	0	2	0
4	71	67	95	1	1	2
5	77	73	95	1	1	2
6	47	39	83	0	7	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	37	43.2	35.1	21.6	42	34
	Lang. Arts	37	32.4	43.9	21.6	37	36
	Math	40	45.0	37.5	17.5	41	45*
5	Reading	49	40.8	32.7	26.5	38	33
	Lang. Arts	49	26.5	34.7	28.8	39	42
	Math	50	32.0	34	34	32	33
6	Reading	24	37.5	37.5	25.0	48	43
	Lang. Arts	24	54.2	33.3	12.5	74	60*
	Math	24	33.3	41.7	25.0	60	54

* Indicates Significant Difference in Means at .05 level.

Table 162

Northwood School Overview

Statement of Program

Northwood Elementary School provides a complete K-6 educational program. The school staff is dedicated to offering students a well-rounded education in language arts, mathematics, reading, health, social studies, science, music, art, and physical education. Academic achievement and mastery of basics are stressed. Northwood strives to meet individual needs by offering the Slingerland program at grade levels 1-4.

SCHOOL GOALS

Goal	Level of Achievement
All students will acquire reading skills and strategies that will enable them to read independently (at or above 3.2) by the end of third grade.	Not Attained
Increase academic excellence by emphasizing student achievement in mathematics (concepts and application).	Partially Attained
Increased awareness of asset development in student's lives that make them more healthy, caring and responsible adults.	Attained

BUDGET*

1997-98 Expenditures	$1,461,488
1998-99 Budgeted Amount	$1,348,446
1999-00 Adopted Budget	$1,519,181

*Dollars budgeted or expended are general fund only.

Northwood School Overview

School Report Card Statement

Northwood Elementary School **Frank Randazzo**

The Northwood School Community spent much of the 1998-99 school year self-assessing the school's goals, progress and achievement. Work was done on developing a vision for improvement, incorporating major school reform issues and newly adopted state/district curricula standards.

Northwood also experienced a large turnover of staff due to retirement incentives. Much effort was spent on professional development of staff which included quality planning, partnership interaction, analysis and evaluation.

Effort was also coordinated between school and agencies to provide programs and services for students at risk. A school crisis plan was developed resulting in the following restructuring to facilitate change. Quality academic teaching time between pupil and teacher was increased significantly because of these efforts.
* Friends of Children Under Stress (FOCUS) expanded to include parents.
* Consults with outside team (Whaley School) on disruptive students.
* Expanded Nursing Services - coordinated with agencies.
* School Social Worker Interventions.
* Athletics and other School Activities.
* Asset Training/Development.
* Climate and Restructuring.
* RCCP Training.

Northwood's program of innovation will focus on individual student's learning skills, whole-school improvement, professional development, and parent and family involvement. This will be accomplished through the following:
* Development of Individual Student Profiles utilizing technology
* Development of Learning Multiage Families
* Block Scheduling
* Implementing Performance Standards and Authentic Learning
* Providing time for professional development and planning
* Providing Social Services/Asset Development outside classroom environment

Northwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
504	86%	81	11	54

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
409.8	447.0	91.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	8	-
Intermediate	-	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.0	Clerical Support Staff	1.5
Music Teachers	.9	Custodians	2.5
Art Teachers	.4	Pre-School Aides	3.0
Physical Education Teachers	1.0		
Bilingual Teachers	.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Title I, Gifted Sites, Computer labs, Breakfast program, Special Ed Pre-School.

Northwood School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
236	47	79	58	15	199	435
54.25%	10.80%	18.16%	13.33%	3.45%	45.75%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	433	173	39%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	1	2	0	1	1	8
Percent Not Promoted	4.7%	1.8%	3.1%	0%	1.8%	2.0%	2.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
433	78	43	45	54	220	50.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	102	66	59	22	283	532
% in One Sch.	57.84%	74.24%	69.49%	50.00%	72.79%	68.80%
% in Same Sch.	54.90%	60.61%	49.15%	54.55%	46.29%	50.38%

Northwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		**GRADE**			
		3	**4**	**5**	**6**
Reading Vocabulary	%ile	49	52	45	41
	No.	65	57	57	49
Reading Comprehension	%ile	49	42	41	59
	No.	65	57	57	49
Total Reading	**%ile**	**49**	**47**	**43**	**54**
	No.	65	57	57	49
Language Mechanics	%ile	46	51	54	74
	No.	65	57	57	49
Language Expression	%ile	49	51	41	64
	No.	65	57	57	49
Total Language	**%ile**	**47**	**51**	**47**	**70**
	No.	65	57	57	49
Math Computation	%ile	35	76	64	87
	No.	65	57	57	49
Math Concepts and Applications	%ile	46	72	61	77
	No.	64	57	57	49
Total Mathematics	**%ile**	**41**	**75**	**64**	**84**
	No.	64	57	57	49
Total Battery	**%ile**	**44**	**56**	**51**	**71**
	No.	64	57	57	49
Word Analysis	%ile	49			
	No.	65			
Study Skills	%ile		61	44	65
	No.		57	57	49
Spelling	%ile	44	42	39	47
	No.	65	57	56	49
Science	%ile	50	55	36	46
	No.	65	57	57	49
Social Studies	%ile	46	54	47	56
	No.	64	57	57	49

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	47	61	58	64	57
4	Total Lang. Arts	51	65	54	62	48
4	Total Mathematics	75	78	78	68	57
6	Total Reading	54	41	56	47	57
6	Total Lang. Arts	70	47	53	55	54
6	Total Mathematics	84	65	57	49	66

Northwood School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	65	65	100	0	0	0
4	59	57	97	1	1	0
5	58	57	98	0	0	1
6	50	49	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	41	39.0	29.3	31.7	52	48
	Lang. Arts	41	29.3	19.5	51.2	45	53
	Math	41	9.8	19.5	70.7	49	75*
5	Reading	42	42.9	31.0	26.2	59	48*
	Lang. Arts	42	45.2	26.2	28.6	60	47
	Math	40	42.5	37.5	20.0	75	67*
6	Reading	38	28.9	47.4	23.7	50	51
	Lang. Arts	38	21.1	50.0	28.9	67	70
	Math	38	21.1	34.2	44.7	76	85*

* Indicates Significant Difference in Means at .05 level.

Table 163

Nunaka Valley School Overview

Statement of Program

Nunaka Valley provides an elementary school experience for children in full-day kindergarten through grade 6. In addition to the standard elementary school program, Nunaka Valley provides: multi-age classes, SMSI classes grades 1-6, a resource tutorial program, special education resource teachers, speech/language services, gifted, OT/PT, and a bilingual tutor.

Nunaka Valley provides a before school and after school day care program through Camp Fire. Nunaka Valley also houses a Community School which provides enrichment and after school activities for students, and evening and weekend programs for adults. Active School Business Partnerships with DeBarr Road Costco and Westmark Hotels provide opportunities for mutual support and service.

Nunaka Valley's educational program stresses the basics which include reading/language arts, math, social studies, science, art, music, library, computer literacy, health and safety, physical education, and 6th grade outdoor education.

The staff are very aware of the affective needs of the student body and places an emphasis on creative conflict resolution, the teaching social skills, appreciation for self and others, and the value of diversity. Nunaka Valley provides a sense of safety and community where students feel respected and free to learn.

SCHOOL GOALS

Goal	Level of Achievement
We will improve student spelling scores in the fourth through sixth grades at Nunaka Valley through: 1. Gathering baseline date to determine initial proficiency 2. Using a multi-sensory approach in daily spelling practice 3. Monitoring student application of mastery in the writing process	Attained
Identify reading strategies that will assist students in becoming independent readers by the end of third grade.	Attained
Nunaka Valley students will increase their level of computer literacy.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,464,983
1998-99 Budgeted Amount	$1,455,787
1999-00 Adopted Budget	$1,560,400

*Dollars budgeted or expended are general fund only.

Nunaka Valley School Overview

School Report Card Statement

Nunaka Valley Elementary School **Helen Mullings**

Nunaka Valley staff and students faced many challenges this year, yet performed admirably. They lived in the midst of construction from August through December while our school underwent a complete renovation. All staff had to move at least once, while teachers in grades 3-6 made two classroom moves, and some specialists moved three times. The school had three phases of completion: August, December, and January. We were presented with an unexpected challenge in January when our school population increased by 40%. A neighboring school was destroyed in a fire and the students moved into our relocatable classrooms. It was not business-as-usual at Nunaka Valley during the 98-99 school year.

Our goals focused on literacy and technology and were well-defined and realistic. Intermediate students performed well on the post test assessment to determine spelling growth in a six month period. 70% of the students even exceeded the goal of gaining one month's spelling improvement for each month of spelling instruction. Students in grades K-3 reached the levels established in Goal 2 for independent reader status.

Our third goal of developing computer literacy was the most exciting. Nunaka Valley virtually had no computers for student or teacher use prior to this year. We became networked throughout the year as parts of the building were completed. Classrooms received three computers and a 15-computer lab was set up. In a short three month span, from March to May, teachers committed themselves to computer training, that had a direct impact on student learning. Our primary students developed computer understanding at a rate even faster than we had anticipated, and our intermediate students accomplished almost all that we had planned. We look forward to continuing our computer literacy goals and the instructional opportunities they will provide.

Nunaka Valley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
380	102%	64	8	46

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
370.5	389.9	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	3	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.2
Classroom Teachers	16.0	Bilingual Tutors	1.0
Librarians	1.0	Teacher Assistants/Aides	1.2
Special Education Teachers	2.0	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.8		
Nurses	.6		

Special Programs: Community School, Full-Day Kindergarten, Slingerland 1-6, Bilingual

Nunaka Valley School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
204	45	86	27	26	184	388
52.58%	11.60%	22.16%	6.96%	6.70%	47.42%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	387	181	46%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	1.7%	0%	0%	0%	0%	0%	.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
387	31	29	48	39	147	38.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	110	32	52	31	228	453
% in One Sch.	61.82%	78.13%	69.23%	83.87%	80.70%	74.83%
% in Same Sch.	50.00%	59.38%	53.85%	61.29%	62.72%	58.28%

Nunaka Valley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	46	42	55	34
	No.	47	49	60	43
Reading Comprehension	%ile	40	35	49	48
	No.	47	49	60	43
Total Reading	**%ile**	**43**	**38**	**54**	**41**
	No.	47	49	60	43
Language Mechanics	%ile	31	25	62	43
	No.	47	49	60	43
Language Expression	%ile	50	31	48	49
	No.	46	49	60	43
Total Language	**%ile**	**40**	**27**	**55**	**45**
	No.	46	49	60	43
Math Computation	%ile	34	29	60	52
	No.	47	49	60	42
Math Concepts and Applications	%ile	41	37	57	50
	No.	46	49	60	43
Total Mathematics	**%ile**	**37**	**32**	**59**	**51**
	No.	46	49	60	42
Total Battery	**%ile**	**38**	**30**	**57**	**44**
	No.	46	49	60	42
Word Analysis	%ile	33			
	No.	47			
Study Skills	%ile		47	56	46
	No.		49	60	43
Spelling	%ile	40	31	46	41
	No.	47	49	60	43
Science	%ile	46	40	49	36
	No.	46	49	60	43
Social Studies	%ile	48	35	67	51
	No.	46	49	59	43

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	38	42	46	39	32
4	Total Lang. Arts	27	46	42	37	34
4	Total Mathematics	32	59	41	47	35
6	Total Reading	41	48	38	60	35
6	Total Lang. Arts	45	51	38	48	26
6	Total Mathematics	51	66	41	58	42

Nunaka Valley School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	48	47	98	0	0	1
4	51	49	96	0	1	1
5	63	60	95	0	1	2
6	45	43	96	0	1	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	31	32.3	29.0	38.7	43	41
	Lang. Arts	30	36.7	40.0	23.3	40	33
	Math	31	45.2	32.3	22.6	45	39
5	Reading	45	24.4	20.0	55.6	40	58*
	Lang. Arts	45	11.1	33.3	55.6	43	58*
	Math	45	26.7	26.7	46.7	55	66*
6	Reading	22	27.3	40.9	31.8	42	46
	Lang. Arts	21	42.9	23.8	33.3	60	51
	Math	20	20.0	30.0	50.0	39	49

* Indicates Significant Difference in Means at .05 level.

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Table 164

Ocean View School Overview

Statement of Program

Ocean View Elementary School provides a complete school experience for children grades K-6, including both regular and special education. Each child receives regularly scheduled instruction in reading, mathematics, language arts, social studies, science, art, music, physical education, health, and safety. The basic objectives of school instruction are to aid students in developing their ability to: read with understanding; write legibly, fluently, and with correct grammar; solve math problems with speed and accuracy; spell accurately; plan, think, and complete assigned tasks; develop good working habits; respect authority; honor our country; keep themselves healthy; recognize and appreciate beauty in art and music; and develop a continuing interest in self-improvement, life-long learning, and an optimistic approach to the future.

SCHOOL GOALS

Goal	Level of Achievement
Grades 1-3 will assess reading skills and implement interventions where needed.	Attained
Develop a spelling continuum for grades 1-6 based on the purchase of the First Steps framework for linking assessment with teaching and learning.	Partially Attained
Improve reading comprehension in grades 4-6.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,484,070
1998-99 Budgeted Amount	$1,455,408
1999-00 Adopted Budget	$1,512,095

*Dollars budgeted or expended are general fund only.

Ocean View School Overview

School Report Card Statement

Ocean View Elementary School **Lou Kustin**

Two of the three goals worked on this past year focused on reading instruction. It became very clear early on that our time for instructional learning was to be dedicated to reading.

Teachers in grades K-3 worked together on common assessments for each grade level. After initial agreement, there were additional refinements during the year. This process will carry over to the 1999-2000 school year.

Teachers in grades 4-6 focused on literal reading comprehension and the idea of defining deeper meaning for reading passages. This lead to planning lessons that included depth discussion of stories and novels.

Available time did not allow for the development of a uniform reading assessment for grades 4-6. Scoring reading samples with a rubric takes a great deal of training and time. For this reason we plan to consider miscue analysis for the 1999-2000 school year. A training component has been built into our in service plans to addres this deficiency.

Additional materials were purchased to support the emergent, guided, and independent reader. These purchases included novel sets for the students in grades 3-6.

All teachers received the First Steps training in reading. The First Steps developmental continuum and the ASD reading benchmarks are now a part of each student's portfolio. Teachers can demonstrate through the use of standardized tests, informal assessments, performance assessments, and observations where each child is developmentally. Each class has a minimum of eight students with a developmental profile.

Spelling development continues to be measured by grade level developed benchmarks. This seems about as far as we can stretch given the emphasis on reading at this time.

Ocean View School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
480	85%	105	58	8

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
397.1	416.6	95.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.125
Classroom Teachers	15.0	Bilingual Tutors	.21
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	2.0	Custodians	2.5
Music Teachers	.7		
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teachers	2.0		
Nurses	.7		

Special Programs: Gifted sites, Computer labs, Slingerland for grade 1

Ocean View School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
340	15	34	18	12	69	409
83.13%	3.67%	5.87%	4.40%	2.93%	16.87%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	408	43	10%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
408	30	16	14	18	78	19.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	34	19	17	13	368	451
% in One Sch.	64.71%	94.74%	76.47%	92.31%	88.86%	86.92%
% in Same Sch.	44.12%	89.47%	58.82%	76.92%	68.75%	67.63%

Ocean View School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	70	75	77	59
	No.	68	69	47	56
Reading Comprehension	%ile	74	74	82	70
	No.	68	69	47	56
Total Reading	**%ile**	**73**	**76**	**82**	**67**
	No.	68	69	47	56
Language Mechanics	%ile	59	81	87	80
	No.	68	69	47	56
Language Expression	%ile	70	72	79	72
	No.	69	69	47	56
Total Language	**%ile**	**67**	**79**	**85**	**78**
	No.	68	69	47	56
Math Computation	%ile	78	71	82	81
	No.	68	69	47	56
Math Concepts and Applications	%ile	74	85	89	85
	No.	67	69	47	56
Total Mathematics	**%ile**	**79**	**82**	**88**	**83**
	No.	67	69	47	56
Total Battery	**%ile**	**75**	**81**	**88**	**78**
	No.	66	69	47	56
Word Analysis	%ile	58			
	No.	67			
Study Skills	%ile		81	78	69
	No.		69	47	54
Spelling	%ile	53	60	66	51
	No.	68	69	47	56
Science	%ile	69	75	63	62
	No.	68	69	47	55
Social Studies	%ile	72	73	75	64
	No.	68	69	47	55

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	76	79	79	79	71
4	Total Lang. Arts	79	86	88	73	68
4	Total Mathematics	82	91	93	85	84
6	Total Reading	67	71	79	79	77
6	Total Lang. Arts	78	78	82	77	79
6	Total Mathematics	83	84	86	89	86

Ocean View School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	72	69	96	0	1	2
4	71	69	97	0	2	0
5	50	47	94	0	0	3
6	57	56	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	49	30.6	42.9	26.5	83	81
	Lang. Arts	49	12.2	26.5	61.2	69	86*
	Math	48	25.0	43.8	31.3	86	88
5	Reading	39	28.2	41	30.8	79	83
	Lang. Arts	39	17.9	51.3	30.8	85	85
	Math	39	35.9	43.6	20.5	91	90
6	Reading	49	34.7	38.8	26.5	71	71
	Lang. Arts	48	25.0	50.0	25.0	88	84
	Math	48	12.5	50.0	37.5	83	87

* Indicates Significant Difference in Means at .05 level.

Table 165

O'Malley School Overview

Statement of Program

O'Malley Elementary School provides educational services to students residing in the hillside area of southeast Anchorage. O'Malley is organized along the traditional K-6 lines but with features that depart from the completely self-contained model such as: Slingerland classes in grades 1, 2, & 3; special education classes (resource and inclusion, when appropriate); intensive needs class; gifted education site; computer lab with mini labs in each classroom. In addition to the basic curriculum, wide variety of offerings are available to students. These offerings include art, music, physical education, and band/orchestra. O'Malley has a strong commitment to high academic standards, and believes that a partnership between home and school is essential for each child's success.

O'Malley offers the community various classes and recreational opportunities through the Service Community School.

SCHOOL GOALS

Goal	Level of Achievement
Reading Assessments will be used in grades 1-3 to identify struggling readers. Reading interventions will be implemented so that all students at O'Malley will acquire basic skills and strategies to read independently by the end of third grade, in keeping with Anchorage School Board and District goals.	Attained
To implement a "Knights of the Math Table" computation program for grades 3-6.	Attained
A school "Spirit and Pride" Committee will be formed to enhance a positive school climate.	Attained

BUDGET*

1997-98 Expenditures	$1,803,832
1998-99 Budgeted Amount	$1,641,983
1999-00 Adopted Budget	$1,538,774

*Dollars budgeted or expended are general fund only.

O'Malley School Overview

School Report Card Statement

O'Malley Elementary School **Kate Konopasek**

O'Malley Elementary continues to provide varied and exciting learning experiences for its students due to the strong professional staff and involved parents and volunteers. The PTA slogan, "Together for Children" is evident on a daily basis. Parents and teachers have a strong partnership, and the children truly benefit.

Three goals were addressed through the cooperation of the staff, parents, and community for the 1998-99 school year. Reading and math were the two targeted areas for academic growth. The Reading goal was written in keeping with the Anchorage School District and Board goal of having independent readers by the end of third grade. At O'Malley, benchmarks were established to specifically measure different skills. Interventions included training parent volunteers to work with students, selecting varied reading materials, small group skill instruction, training for teachers, etc. to help reach this goal. In addition to this focus, the PTA funded approximately $3,000 to support/enhance reading materials in grades 4 - 6. Reading continues to be a focus area.

In Math, we instituted the "Knights of the Math Table" program. Parents continue to express concern about the Everyday Mathematics Program, and the staff decided to establish this program for basic skill acquisition. Of the 228 students who participated in grades 4 - 6, 67% successfully completed the program. Time levels will need to be adjusted for 3rd graders next year.

School "Spirit and Pride" was another goal area for O'Malley. After this school year, there is no doubt that our colors are blue, green, and white, and that every Friday is "Spirit Friday." In addition to spirit wear and colors, we now have a school mascot (Kiska), pins, banners, table covers, etc. Our lounge, MPR, and stage will receive new flooring this summer - in the O'Malley colors. Even our new playground equipment will carry the color theme. We are, indeed, the O'Malley malamutes!

Several additional activities occurred throughout the year. Activities that supported academic excellence included: Math Derby, Spelling Bee, Chuck E. Cheese Junior Trivia Teams, Battle of the Books, Block Kids Contest, Ring of Fire Recreational Reading Program, and the Athena Project. Activities that supported a positive learning environment included Character Counts and training an additional 25 peer mediators through the RCCP Program. Our students learned to give to others through the Hat and Mitten Tree Project, Holiday Pins, Food Bank Pennies Form Heaven, Canned Food Drive, Books for Mountain View, and parent/student donations to Russian Jack students. Our O'Malley PTA hosted it Second Annual Auction and raised about $19,000 for programs and materials. The PTA funded a part-time Computer Technology Support Person this year, and this person has made a tremendous difference in the direction of technology at O'Malley.

Parents continue to be actively involved in ongoing projects including the upgrade of Rockridge Drive. Many exciting events take place at O'Malley due to the dedication of the professional staff members and the involvement of our wonderful parents and community members.

O'Malley School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
480	101%	110	35	11

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
453.3	479.6	94.5%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	6	5	-
Intermediate	-	8	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.5
Classroom Teachers	19.0	Bilingual Tutors	.39
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	4.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Gifted Teachers	1.0		
Nurses	1.0		

Special Programs: Gifted sites, Slingerland for grades 1-3, Intensive Needs Site, Computer labs

O'Malley School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
435	3	19	17	8	47	482
90.25%	0.62%	3.94%	3.53%	1.66%	9.75%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	484	14	2%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
484	47	18	13	10	88	18.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	25	18	3	8	462	516
% in One Sch.	72.00%	94.44%	100.00%	100.00%	89.18%	88.76%
% in Same Sch.	52.00%	72.22%	100.00%	100.00%	75.97%	75.19%

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O'Malley School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	74	78	81	69
	No.	78	62	76	77
Reading Comprehension	%ile	85	79	80	80
	No.	78	62	76	77
Total Reading	**%ile**	**84**	**81**	**83**	**77**
	No.	78	62	76	77
Language Mechanics	%ile	60	71	83	84
	No.	78	62	76	77
Language Expression	%ile	78	78	85	76
	No.	78	62	76	77
Total Language	**%ile**	**72**	**76**	**86**	**82**
	No.	78	62	76	77
Math Computation	%ile	80	77	74	84
	No.	78	62	76	77
Math Concepts and Applications	%ile	81	87	85	85
	No.	77	62	76	77
Total Mathematics	**%ile**	**83**	**85**	**83**	**86**
	No.	77	62	76	77
Total Battery	**%ile**	**83**	**83**	**87**	**84**
	No.	77	62	76	77
Word Analysis	%ile	65			
	No.	78			
Study Skills	%ile		80	71	76
	No.		62	76	77
Spelling	%ile	58	67	71	57
	No.	78	62	76	77
Science	%ile	86	79	64	77
	No.	77	61	76	77
Social Studies	%ile	79	74	77	72
	No.	77	61	76	77

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	81	78	84	84	76
4	Total Lang. Arts	76	81	85	78	75
4	Total Mathematics	85	87	92	87	89
6	Total Reading	77	74	78	77	76
6	Total Lang. Arts	82	80	83	79	76
6	Total Mathematics	86	80	91	83	78

O'Malley School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	82	78	95	0	3	1
4	65	62	95	0	1	2
5	80	76	95	0	1	3
6	84	77	92	0	1	6

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	52	28.8	40.4	30.8	80	82
	Lang. Arts	53	18.9	24.5	56.6	67	79*
	Math	53	22.6	24.5	52.8	78	86*
5	Reading	65	21.5	36.9	41.5	78	83*
	Lang. Arts	65	15.4	35.4	49.2	82	86
	Math	65	46.2	32.3	21.5	89	84
6	Reading	70	40.0	34.3	25.7	80	78
	Lang. Arts	70	30.0	35.7	34.3	81	82
	Math	70	21.4	37.1	41.4	83	87

* Indicates Significant Difference in Means at .05 level.

Table 166

Ptarmigan School Overview

Statement of Program

Ptarmigan Elementary School provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes resource teachers, speech therapist, computer lab tutor, social skills tutor, librarian, physical education teacher, music teacher, and nurse.

Ptarmigan is dedicated to offering the students of the area a well-rounded education which includes science, music, and art. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basic skills for all students.

SCHOOL GOALS

Goal	Level of Achievement
Ptarmigan students will increase their skills to write effectively for a variety of audiences and reasons.	Attained
Students will increase their skills to correctly perform math computation and problem solving.	Partially Attained
Ptarmigan will increase their ability to correctly spell and proofread words on tests and during authentic writing projects done across the curriculum.	Not Attained
Our reading goals for students in grades k - 3 is that they will be able to read independently by third grade.	Attained

BUDGET*

1997-98 Expenditures	$1,262,789
1998-99 Budgeted Amount	$1,334,995
1999-00 Adopted Budget	$1,502,923

*Dollars budgeted or expended are general fund only.

Ptarmigan School Overview

School Report Card Statement

Ptarmigan Elementary School **Jimmie Daniels**

This is Ptarmigan's first year for the Schoolwide Title I Program. I feel this has greatly improved the delivery of standards based instruction to our diverse student population. Our Title I Literacy and Math teachers, along with our Special Education teachers act as Certificated Support Teachers. These teachers are able to provide inclusive services to our at-risk students. The Certificated Support Teachers team teach with the regular classroom in the critical subjects of reading, writing or math. This has been a tremendous help in keeping our students on task and learning.

Success on the CAT5 test continues to plague us. I believe the reason or the low scores is somewhat attributed to the high transiency rate that exists in our school. With the implementation of standards across the district and the rising of our expectation for our students, hopefully the problem will dissipate. We will continue to use authentic assessment to gauge the learning of our students that have been with us the entire year.

Otherwise the health of the school is improving. We have less repeat offenders when it comes to discipline problems. One of the top comments of our students was that we teach them pro social skills just like we teach the academics. It is increasingly important the students leave school with group skills and know how to use them. In fact that is one of the five core values of our school. The use of a social skills tutor as a staff member increasing the immediacy of consequences and the follow through of this information to parents. The integration of technology throughout the school has increased the motivation of students and is again one of their top comments. Certainly the remodeling of the school's interior has uplifted the entire school climate.

Our future direction will be to deliver to our diverse student population a high quality instructional program designed for the gifted, but taught to the at-risk students. We will continue to let seamless assessment guide our teaching. In addition, we seek out additional academic support for all of our students, especially in the intermediate grades, curriculum wise. For the 1999-2000 school year, we will increase our collaboration between and with grade level teams. We will deeply implement the First Step writing program this year

Ptarmigan School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
406	121%	75	9	44

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
376.7	401.6	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	9	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	17.5	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	3.5	Indian Education Tutor/Counselor	.5
Music Teachers	.7	Title I Tutor/TA	1.0
Art Teachers	.4	Clerical Support Staff	1.5
Physical Education Teachers	.9	Custodians	2.0
Nurses	.6		

Special Programs: Title I, Breakfast program

Ptarmigan School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
179	78	95	30	24	227	406
44.09%	19.21%	23.40%	7.39%	5.91%	55.91%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	406	219	53%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	3	0	0	0	0	0	3
Percent Not Promoted	4.9%	0%	0%	0%	0%	0%	.9%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
406	55	56	52	76	239	58.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	107	38	99	32	227	503
% in One Sch.	60.75%	71.05%	64.65%	59.38%	66.52%	64.81%
% in Same Sch.	53.27%	28.95%	41.41%	43.75%	49.34%	46.72%

Ptarmigan School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	34	41	33	31
	No.	60	62	46	47
Reading Comprehension	%ile	32	38	32	40
	No.	59	61	46	47
Total Reading	**%ile**	**32**	**40**	**32**	**35**
	No.	59	61	46	47
Language Mechanics	%ile	23	38	52	38
	No.	59	61	46	47
Language Expression	%ile	36	38	42	33
	No.	59	62	46	47
Total Language	**%ile**	**28**	**38**	**46**	**35**
	No.	59	61	46	47
Math Computation	%ile	34	44	42	32
	No.	59	62	46	48
Math Concepts and Applications	%ile	45	39	50	48
	No.	59	62	46	48
Total Mathematics	**%ile**	**40**	**40**	**47**	**38**
	No.	59	62	46	48
Total Battery	**%ile**	**31**	**39**	**40**	**33**
	No.	59	60	46	47
Word Analysis	%ile	32			
	No.	60			
Study Skills	%ile		53	44	41
	No.		62	46	48
Spelling	%ile	37	31	34	31
	No.	59	62	46	47
Science	%ile	33	42	37	35
	No.	60	62	46	48
Social Studies	%ile	30	38	47	41
	No.	60	62	46	47

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	40	37	37	40	31
4	Total Lang. Arts	38	33	34	26	36
4	Total Mathematics	40	32	44	38	38
6	Total Reading	35	42	51	36	33
6	Total Lang. Arts	35	45	54	36	38
6	Total Mathematics	38	45	55	37	30

Ptarmigan School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	60	60	100	0	0	0
4	63	62	98	0	1	0
5	49	46	94	0	0	3
6	49	48	98	1	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	40	25.0	32.5	42.5	44	51
	Lang. Arts	41	22.0	34.1	43.9	35	42
	Math	41	39.0	24.4	36.6	51	51
5	Reading	24	25.0	33.3	41.7	40	46
	Lang. Arts	25	16.0	32.0	52.0	33	51*
	Math	27	14.8	37.0	48.1	35	47*
6	Reading	31	25.8	29.0	45.2	32	36
	Lang. Arts	31	35.5	38.7	25.8	40	36
	Math	31	25.8	41.9	32.3	38	39

* Indicates Significant Difference in Means at .05 level.

Table 167

Rabbit Creek School Overview

Statement of Program

Rabbit Creek Elementary provides a complete K-6 program of instruction to its students. The school has an instructional staff which includes Slingerland trained teachers grades 1-4, a music teacher, a librarian, a PACT teacher, a special education teacher, and a physical education teacher. The school serves as a community school for the South end of town.

Rabbit Creek is dedicated to offering the students of the area a well-rounded education which includes science, music, art, physical education, and an after school activities program. There is an ongoing emphasis on academic achievement with a stress placed on a mastery of the basics for all students.

SCHOOL GOALS

Goal	Level of Achievement
Students in grades K-6 will improve in their keyboarding skills as determined by pre and post tests.	Attained
The number of repeated referrals to the office will decrease through social skill education and the recognition of appropriate behavior.	Attained
Teachers will give a pre and post test using spelling list for students in grades 1-3 and 4-6.	Partially Attained
Students in grades 1-3 will acquire basic reading skills and strategies so they will be able to read independently by the end of third grade.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,709,301
1998-99 Budgeted Amount	$1,489,630
1999-00 Adopted Budget	$1,515,711

*Dollars budgeted or expended are general fund only.

Rabbit Creek School Overview

School Report Card Statement

Rabbit Creek Elementary School **Elizabeth Barner**

Rabbit Creek has taken off in the area of technology. After being connected to the internet, the school has broadened its use of the computers. Rabbit Creek has a web page that is updated on a monthly basis. All staff members are proficient in using e-mail and the internet. Digital cameras and scanners were bought to use as tools for students and teachers. One of our goals was in the area of technology. We were very successful in attaining this goal due to the increased use of computers by the teachers. In the last year, Rabbit Creek has been able to put at least two computers in each room at the intermediate level and Imacs in all classrooms. Our lab has been maintained and updated computers have been placed in there.

The staff has worked as a true team at grade levels and across grade levels. The staff is very supportive of each other in a very positive manner. Teachers share materials and ideas readily with their colleagues. Four new staff members were added this year to the changing staff due to retirements. The staff assisted these new staff members and especially a new teacher. More than one teacher at the primary level helped her have a successful year and served as mentors.

The parents continue to play a major part in the success of the school and children. Parents are involved at home with their children's learning as well as volunteering in the school. The parent volunteered over 9,000 hours this past year. Also our community school is supportive through providing programs after school and during school. They have given money to the school to purchase new technology and continue to support our efforts in this area.

A project that was new and very successful at Rabbit Creek this year was the Science Fair. A committee of parents, teachers, and the principal met throughout the year to prepare for the Science Fair. The response from parents to volunteer to help and the number of projects entered was impressive. Students commented on how much they enjoyed it and thanked us for having it. We plan to have another Science Fair next year and improve on it.

Rabbit Creek School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
460	96%	109	34	12

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
435.4	459.9	94.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	6	-
Intermediate	-	7	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.0
Classroom Teachers	16.5	Bilingual Tutors	.5
Librarians	1.0	Clerical Support Staff	1.625
Special Education Teachers	4.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Community School, Computer Labs, Intensive Needs Site, Slingerland for grades 1-3

Rabbit Creek School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
382 82.51%	17 3.67%	42 9.07%	13 2.81%	9 1.94%	81 17.49%	463

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	460	46	10%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	1	0	2
Percent Not Promoted	0%	1.6%	0%	0%	1.4%	0%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
460	37	21	13	13	84	18.3%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	47	13	16	11	410	497
% in One Sch.	78.72%	100.00%	62.50%	81.82%	88.29%	86.72%
% in Same Sch.	57.45%	76.92%	68.75%	72.73%	72.20%	70.82%

Rabbit Creek School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	70	76	69	59
	No.	68	64	69	72
Reading Comprehension	%ile	72	70	64	70
	No.	68	64	69	72
Total Reading	%ile	**73**	**75**	**68**	**66**
	No.	68	64	69	72
Language Mechanics	%ile	58	71	79	80
	No.	68	64	69	72
Language Expression	%ile	74	68	73	69
	No.	68	64	69	72
Total Language	%ile	**69**	**72**	**77**	**76**
	No.	68	64	69	72
Math Computation	%ile	75	71	81	77
	No.	67	64	69	72
Math Concepts and Applications	%ile	70	75	75	79
	No.	67	64	69	72
Total Mathematics	%ile	**74**	**75**	**80**	**79**
	No.	67	64	69	72
Total Battery	%ile	**73**	**75**	**78**	**76**
	No.	67	64	69	72
Word Analysis	%ile	65			
	No.	68			
Study Skills	%ile		76	67	71
	No.		64	69	72
Spelling	%ile	58	62	68	58
	No.	68	64	69	72
Science	%ile	69	77	57	60
	No.	66	64	69	72
Social Studies	%ile	69	77	73	66
	No.	66	64	69	72

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	75	67	75	72	65
4	Total Lang. Arts	72	60	68	67	59
4	Total Mathematics	75	75	74	73	77
6	Total Reading	66	71	76	83	74
6	Total Lang. Arts	76	75	74	78	76
6	Total Mathematics	79	81	85	91	83

Rabbit Creek School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	68	68	100	0	0	0
4	69	64	93	1	4	0
5	73	69	95	1	3	1
6	75	72	96	0	8	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	54	25.9	44.4	29.6	77	77
	Lang. Arts	54	24.1	40.7	35.2	72	75
	Math	54	40.7	29.6	29.6	81	79
5	Reading	59	27.1	40.7	32.2	69	69
	Lang. Arts	59	13.6	28.8	57.6	61	78*
	Math	59	27.1	30.5	42.4	76	81*
6	Reading	56	55.4	25.0	19.6	77	69*
	Lang. Arts	56	12.5	67.9	19.6	76	79
	Math	56	17.9	33.9	48.2	71	80*

* Indicates Significant Difference in Means at .05 level.

Table 168

Ravenwood School Overview

Statement of Program

Ravenwood Elementary School offers a complete instructional program in grades K-6. This standard program features individual self-contained classrooms in a traditional setting. Even so, a great deal of inter-staff and grade level planning occurs throughout the school year. High academic expectations are placed on students, along with a strong emphasis on affective development. The instructional staff includes a librarian, physical education teacher, music teacher, art teacher, and special education resource teachers.

Community involvement is welcomed at Ravenwood. Parents are encouraged to take an active part in school activities.

Ravenwood is dedicated to the concept of basic skills mastery and proficiency, taught in a positive and nurturing environment.

SCHOOL GOALS

Goal	Level of Achievement
School staff will effectively use the Great Body Shop health curriculum, a first year adoption for Ravenwood School. Students will demonstrate an increased awareness for health and safety issues encountered in their everyday environment.	Attained
Ravenwood will foster and encourage attitudes, behaviors, decoding and comprehension skills indicative of independent readers.	Attained
Ravenwood staff and students will increase their use of technology. All staff members will participate on the school technology committee and take advantage of opportunities for staff development in the area of technology. Students will have increased opportunities to utilize the school computer lab and use technology for expanding their learning. A Ravenwood Technology Plan will be written to guide the expansion of technology at Ravenwood for the next 3-5 years.	Attained

BUDGET*

1997-98 Expenditures	$1,536,137
1998-99 Budgeted Amount	$1,476,189
1999-00 Adopted Budget	$1,375,274

*Dollars budgeted or expended are general fund only.

Ravenwood School Overview

School Report Card Statement

Ravenwood Elementary School **Barry Geller**

The efforts by the staff and community proved to be very successful for all of our focused school goals.

The Health Adoption/Safety goal resulted in the successful implementation of the Great Body Shop health curriculum. Schoolwide safety concerns for students were addressed through classes and assemblies conducted by the staff and outside agencies to include the fire and police departments as well as other municipal agencies. The staff concentrated on disaster preparedness and ways to react effectively to potential emergencies encountered during school hours. The entire school benefited from a health fair sponsored by the school involving many health agencies as well as presentations by individual classrooms.

Our goal to foster skills of independent readers was very successful. This year the District devised a test for third grade students to assess achievement of the criteria established by the district indicating independent reader status. Each Ravenwood third grade student was determined to be an independent reader by district standards.

The District provided funds to purchase additional reading materials to assist struggling and reluctant readers. Primary and resource teachers received release time to attend intensive professional development classes in reading instruction. In addition, a majority of the staff attended university level credit course in writing that complemented our reading goals as well.

A schoolwide emphasis was placed on recreational reading throughout the year. The programs were well received to the point the staff decided to continue through the summer with a reading program that encouraged parents to be involved with their child's summer reading. The Battle of the Books competition was continued successfully as well as the successful introduction of a family library night program.

This year our technology goals focused on staff and student usage. Staff members were involved in training opportunities that included optional training in the evenings and on weekends as well as chances to take credit classes. As a group, the staff seems more comfortable with technology and ways to use it to enhance curriculum. Staff comfort level is reflected in the increased and more refined use of the school's existing technology capabilities.

Through fund-raising by the PTA we have added additional computers to our inventory resulting in a more reliable computer lab and the luxury of placing an on-line computer in each classroom to include teacher specialists. Funds have also been used for additional software purchase as well as hardware upgrades.

The school has been successful in gaining two grants: one sponsored by the District and one through the Alaska Science and Technology Foundation. Both have furthered our technology goals greatly.

An active and constantly updated web page for the school allows individuals to access information from field trip permission slips to individual teacher newsletters to all school activities has been initiated through a parent volunteer. Future plans call for student involvement with the web page.

Ravenwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
395	82%	50	12	1

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
384.0	404.5	94.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	3	7	-
Intermediate	-	7	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	16.0	Clerical Support Staff	1.5
Librarians	1.0	Custodians	2.5
Special Education Teachers	1.5		
Music Teachers	.8		
Art Teachers	.5		
Physical Education Teachers	.9		
Nurses	.7		

Special Programs: Computer labs

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Ravenwood School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
361 91.62%	5 1.27%	12 3.05%	8 2.03%	8 2.03%	33 8.38%	394

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	395	17	4%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
395	39	22	4	12	77	19.5%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	15	9	5	8	396	433
% in One Sch.	80.00%	66.67%	100.00%	75.00%	87.12%	86.37%
% in Same Sch.	66.67%	66.67%	20.00%	87.50%	69.70%	69.28%

Ravenwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	82	80	79	73
	No.	57	63	68	67
Reading Comprehension	%ile	83	82	80	79
	No.	56	63	68	67
Total Reading	**%ile**	**84**	**83**	**82**	**79**
	No.	56	63	68	67
Language Mechanics	%ile	78	68	82	85
	No.	57	62	68	67
Language Expression	%ile	85	78	82	83
	No.	57	62	68	67
Total Language	**%ile**	**84**	**76**	**84**	**86**
	No.	57	62	68	67
Math Computation	%ile	80	65	75	85
	No.	59	63	68	67
Math Concepts and Applications	%ile	86	81	83	87
	No.	58	63	67	67
Total Mathematics	**%ile**	**86**	**76**	**83**	**88**
	No.	58	63	67	67
Total Battery	**%ile**	**88**	**80**	**87**	**86**
	No.	56	62	67	67
Word Analysis	%ile	71			
	No.	57			
Study Skills	%ile		78	76	81
	No.		62	68	67
Spelling	%ile	66	75	64	68
	No.	56	63	68	67
Science	%ile	87	78	71	73
	No.	60	63	68	67
Social Studies	%ile	78	75	80	77
	No.	60	63	67	67

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	83	75	82	76	63
4	Total Lang. Arts	76	71	78	65	65
4	Total Mathematics	76	64	79	63	69
6	Total Reading	79	79	77	72	73
6	Total Lang. Arts	86	82	85	71	71
6	Total Mathematics	88	80	87	74	72

Ravenwood School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	63	60	95	0	0	3
4	65	63	97	0	1	1
5	68	68	100	0	0	0
6	71	67	95	0	0	4

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	43	44.2	34.9	20.9	88	85
	Lang. Arts	44	59.1	27.3	13.6	89	76*
	Math	44	52.3	18.2	29.5	89	80*
5	Reading	59	18.6	33.9	47.5	75	83*
	Lang. Arts	60	11.7	30	58.3	71	85*
	Math	59	13.6	30.5	55.9	66	83*
6	Reading	54	42.6	31.5	25.9	81	79
	Lang. Arts	53	35.8	41.5	22.6	90	87
	Math	54	27.8	31.5	40.7	85	88

* Indicates Significant Difference in Means at .05 level.

Table 169

Rogers Park School Overview

Statement of Program

Rogers Park Elementary School provides a climate which promotes instructional excellence through a student oriented program which focuses on the development of the whole child. Recognizing that individual students have unique learning styles, Rogers Park School affords every person opportunities for success with access to special services and resources for those students who are exceptional.

At Rogers Park, two educational programs exist: a traditional K-6 program and a pre-K-6 for highly gifted students. Cooperation of school professionals, parents, and community members ensures support for each student to achieve positive academic, emotional, physical and social growth. Rogers Park provides a safe, secure environment for all students.

We will continue to cultivate, in a positive manner, the richness and diversity of cultures in our community so that children can peacefully co-exist in our world. The Rogers Park staff works in a partnership with parents to provide everyday education for our students.

SCHOOL GOALS

Goal	Level of Achievement
Staff, parents, and students will continue to show an increased positive attitude towards school climate. Increase overall safety of school environment.	Attained
Expand reading and spelling intervention programs to grades K-6.	Partially Attained
Increase access to remote (outside of school setting) resources, personnel, and information for students, staff, and community using technological tools.	Partially Attained
Increased staff and student collaboration will positively effect student learning.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,565,797
1998-99 Budgeted Amount	$1,982,898
1999-00 Adopted Budget	$1,601,121

*Dollars budgeted or expended are general fund only.

Rogers Park School Overview

School Report Card Statement

Rogers Park Elementary School **Enid Hunter**

The most valuable data that emerged from this report falls into three categories: the perceptions of improvable areas from students and parents; the progress that has been made in each of the goal areas to date; and implications for the goal setting/reaching process for 1999-2000.

Viable student concerns deal with enhancing library resources and materials and continuing to increase access to more and better computers and networking capability. Parents, likewise, want to see computer systems and skills acquisition increased. The two other most frequent parent comments; looping the first grade Slingerland class to grade 2 and reinstituting foreign language in the IA program will be implemented next year. Even though we will not make technology a 1999-00 SRC goal, we will continue to set goals and make progress under the guidance of a strong technology committee. In addition, students will be surveyed in the fall to see what types of resources they see as necessary for our library.

In examining each school report card goal, one notes discrete objectives matched with achievements. For goal 1, all 6 objectives were achieved; for goal 6, 6 of 8 objectives were achieved; for goal 3, 2 of 6 objectives were successfully achieved and substantial progress made on the remaining 4; and for goal 4, 4 objectives were completely met and 2 were partially fulfilled. Next year, 3 school report card goals will be directly linked to standards implementation. These goals will have fewer (2 - 3) objectives that can be concretely measured. Evaluation will be conducted and data recorded quarterly and monthly on each of these objectives. Each year we will continue to fine tune the goal setting process at Rogers Park. In perusing the goals, outcomes, and the process for the last three years, one can see specific strands and the overall improvements within these strands.

Rogers Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
594	114%	123	162	63

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
564.5	595.6	94.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	10	-
Intermediate	-	10	-
Combination	2	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	18.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	2.0
Special Education Teachers	3	Custodians	2.5
Music Teachers	1.1		
Art Teachers	.6		
Physical Education Teachers	1.1		
Gifted Teachers	7.0		
Nurses	1.0		

Special Programs: Community School, Computer lab, Self contained Gifted classes.

Rogers Park School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
413	38	50	68	23	179	592
69.76%	6.42%	8.45%	11.49%	33.89%	30.24%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	594	111	18%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.2%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
594	34	22	34	24	114	19.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	64	77	42	28	437	648
% in One Sch.	70.37%	79.22%	83.33%	71.43%	89.24%	85.03%
% in Same Sch.	39.06%	67.53%	54.76%	67.86%	78.26%	71.14%

Rogers Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	82	83	77	77
	No.	77	84	93	90
Reading Comprehension	%ile	80	77	72	78
	No.	77	84	93	90
Total Reading	**%ile**	**83**	**82**	**77**	**81**
	No.	77	84	93	90
Language Mechanics	%ile	73	74	81	82
	No.	77	84	93	90
Language Expression	%ile	80	75	78	79
	No.	77	84	93	90
Total Language	**%ile**	**79**	**77**	**82**	**83**
	No.	77	84	93	90
Math Computation	%ile	77	78	76	90
	No.	77	84	93	90
Math Concepts and Applications	%ile	79	86	81	89
	No.	77	84	93	90
Total Mathematics	**%ile**	**81**	**85**	**81**	**90**
	No.	77	84	93	90
Total Battery	**%ile**	**84**	**83**	**83**	**87**
	No.	77	84	93	90
Word Analysis	%ile	70			
	No.	77			
Study Skills	%ile		83	74	81
	No.		84	93	90
Spelling	%ile	74	77	70	73
	No.	77	84	93	90
Science	%ile	78	81	65	77
	No.	77	84	93	90
Social Studies	%ile	78	77	75	80
	No.	77	84	93	90

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	**Area**	**98-99**	**97-98**	**96-97**	**95-96**	**94-95**
4	Total Reading	82	78	80	83	75
4	Total Lang. Arts	77	78	75	73	69
4	Total Mathematics	85	82	84	83	84
6	Total Reading	81	80	85	67	79
6	Total Lang. Arts	83	83	86	84	78
6	Total Mathematics	90	86	91	86	79

Rogers Park School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	87	77	89	1	6	3
4	92	84	91	0	6	2
5	99	93	94	0	5	1
6	95	90	95	0	5	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	68	32.4	36.8	30.9	84	83
	Lang. Arts	68	20.6	44.1	35.3	75	79
	Math	68	26.5	45.6	27.9	87	87
5	Reading	79	20.3	38.0	41.8	77	82*
	Lang. Arts	79	17.7	36.7	45.6	77	85*
	Math	80	27.5	36.3	36.3	82	85
6	Reading	79	26.6	57.0	16.5	84	82
	Lang. Arts	78	33.3	43.6	23.1	86	84
	Math	78	21.8	32.1	46.2	85	90

* Indicates Significant Difference in Means at .05 level.

Table 170

Russian Jack School Overview

Statement of Program

Russian Jack Elementary School is located in east mid-town Anchorage and is home to a diverse population of learners. The school provides support and services through the following programs: Title I, Migrant Education, Bilingual Education, Special Education, the Breakfast Program, Full-Day Kindergarten, the Alaska State School for the Deaf and Hard of Hearing, Indian Education, Resolving Conflict Creatively (RCCP), and Project Achieve.

Russian Jack is generously supported through their business partners. Alyeska Pipeline Corporation's fiscal contributions as well as their staff's volunteer time has supported Russian Jack's RCCP program, technology advancement, school beautification, and student, staff and family empowerment. AT&T Wireless Communication has provided a two (2) year project that has provided staff with cellular telephones (35) and free air time for parent, student and community communication.

SCHOOL GOALS

Goal	Level of Achievement
Russian Jack staff will continue to investigate reading research, instructional strategies and assessment methodologies that will provide school wide consistency in our reading interventions and instructions. By the end of the school year grades K-3 will reach consensus on consistent strategies.	Attained
Russian Jack will continue to modify, enhance and enforce our school wide discipline policy.	Attained
Russian Jack students will correctly spell and use high frequency words at their grade level.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,381,207
1998-99 Budgeted Amount	$1,579,358
1999-00 Adopted Budget	$1,647,517

*Dollars budgeted or expended are general fund only.

Russian Jack School Overview

School Report Card Statement

Russian Jack Elementary School **Darrell Vincek**

Russian Jack Elementary School is located in east midtown Anchorage. It is the home to approximately 415 elementary students. These students come from diverse backgrounds and experiences. We are a Title I school because 64% of our families come from low income or poverty levels. Additionally, students at our schools are supported by Bilingual Education, Migrant Education, Indian Education, three (3) full day kindergartens, the Alaska State School for Deaf and Hard of Hearing (ASSDHH), and a breakfast program. We are also a culturally rich school with a student population made up of 57% minorities. Tragically, our school building, which was the center for the neighborhood since 1975, was destroyed by fire on December 27, 1998. Since then our students and staff have been relocated to three (3) sites. A new school is under construction at the same location and is estimated to be ready for occupation by October 1999 (roughly the beginning of the second quarter).

Before the fire, September to December, the Russian Jack educational community, staff, students, families, was making tremendous progress in both focus areas of reading and discipline. The Russian Jack Reading Committee became very active. Several inservice days were dedicated to advancing our understanding of how children read and reflecting how we, as a staff, teach reading to our students. Through grant funding we sent several teams out to other school sites to visit schools that were identified as having effective reading programs. We brought this information back to the staff for further discussion. We then met with representatives from Board approved reading vendors to further our knowledge base as well as for selection in effective reading programs and materials. In addition, we began a partnership program with East High School. We created a credit class at East called, Community Service. Forty (40) East High students signed up, were trained through America Reads and offered daily reading instruction on a one to one basis for Russian Jack learners. This class was a smashing success for both East and Russian Jack students and will be continued and refined in years to come.

Discipline and having a safe school continues to be a major focus at Russian Jack. Our data showed a significant drop in the number of office referrals, the percentage of students being referred, and the suspension rate. We attribute this to a clear and consistent discipline policy, our Resolving Conflict Creatively and Project Achieve Programs, and a strong backing from our parents and community. We will continue to look for ways to make our school a safe and fun place to learn.

Our school/business partners, Alyeska Pipeline and AT & T Wireless, have continued to show strong support for our school. Both businesses have contributed money, time, personnel, and materials to make our school a wonderful place to be. We are extremely grateful for our partnerships.

It must be noted that immediately following the fire which destroyed our school on December 27, 1998 and forced us to relocate to three (3) separate sites, our staff, students, families and school/business partners conducted themselves in a dignified and courageous manner. With strong support from District Administration everyone pulled together working well beyond normal expectations to create a safe, caring, welcoming and effective educational setting that provided maximum learning opportunity with minimum disruption. The Russian Jack staff in particular is to be commended for their hard work and gallant efforts in a time of personal crisis. The ASD Administration is to be thanked for their unconditional support in lifting us through this difficult time. The Anchorage community should be proud of the generosity showed to our school.

Russian Jack School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
387	113%	77	1	59

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
359.7	389.2	92.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	5	5	-
Intermediate	-	5	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	17.6	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	8.5	Teacher Assistants/Aides	1.0
Music Teachers	1.0	Interpreter	3.0
Art Teachers	.5	Clerical Support Staff	1.625
Physical Education Teachers	1.0	Custodians	2.5
Nurses	.6		

Special Programs: Alaska State School for the Deaf and Hard of Hearing, Bilingual Education, Breakfast program, Computer lab, Full-Day Kindergarten, Indian Ed., Migrant Education, Resolving Conflict Creatively (RCCP), Title I

Russian Jack School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
159	90	103	30	36	259	418
38.04%	21.53%	24.64%	7.18%	8.61%	61.96%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	417	242	58%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	1	0	1	0	2
Percent Not Promoted	0%	0%	1.9%	0%	2.6%	0%	.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
417	46	49	73	37	205	49.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	116	39	109	39	182	486
% in One Sch.	66.38%	58.97%	73.39%	69.23%	66.48%	67.49%
% in Same Sch.	53.45%	46.15%	57.80%	46.15%	60.44%	55.76%

Russian Jack School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	30	48	32	24
	No.	49	50	35	46
Reading Comprehension	%ile	37	49	35	35
	No.	49	50	35	46
Total Reading	**%ile**	**32**	**49**	**34**	**29**
	No.	49	50	35	46
Language Mechanics	%ile	19	56	46	40
	No.	50	51	35	46
Language Expression	%ile	34	39	39	38
	No.	49	51	35	46
Total Language	**%ile**	**25**	**47**	**41**	**36**
	No.	49	51	35	46
Math Computation	%ile	32	53	38	26
	No.	50	52	35	46
Math Concepts and Applications	%ile	33	53	51	38
	No.	49	51	35	46
Total Mathematics	**%ile**	**31**	**55**	**44**	**29**
	No.	48	50	35	46
Total Battery	**%ile**	**28**	**49**	**39**	**29**
	No.	47	50	35	46
Word Analysis	%ile	30			
	No.	49			
Study Skills	%ile		56	35	32
	No.		50	35	46
Spelling	%ile	31	42	35	29
	No.	49	51	35	46
Science	%ile	42	52	36	25
	No.	50	50	35	46
Social Studies	%ile	37	45	47	31
	No.	50	49	35	46

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	49	34	44	40	41
4	Total Lang. Arts	47	38	45	42	41
4	Total Mathematics	55	38	53	38	54
6	Total Reading	29	38	45	38	52
6	Total Lang. Arts	36	39	46	48	46
6	Total Mathematics	29	40	37	39	47

Russian Jack School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	47	51	109	0	1	0
4	53	53	100	0	0	0
5	37	35	95	0	0	2
6	47	46	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	39	28.2	46.2	25.6	48	45
	Lang. Arts	40	20.0	25.0	55.0	34	48*
	Math	38	26.3	23.7	50.0	46	55
5	Reading	30	30.0	43.3	26.7	36	33
	Lang. Arts	30	30.0	43.3	26.7	44	43
	Math	30	33.3	33.3	33.3	45	47
6	Reading	30	23.3	40.0	36.7	29	31
	Lang. Arts	30	36.7	53.3	10.0	46	37*
	Math	30	50.0	33.3	16.7	45	33*

Table 171

Sand Lake School Overview

Statement of Program

Sand Lake Elementary School is a K-6 grade neighborhood school that includes a school within a school Japanese language partial immersion program. The school is organized to provide a comprehensive educational program to all students regardless of their abilities or needs. A structured, sequential curriculum forms the basis of our instructional program.

The goals of the instructional program are to provide students with the opportunity to develop abilities to: read with understanding, write legibly, fluently, and with correct grammar; solve mathematics problems with speed and accuracy; spell correctly, plan, think and complete assigned tasks; develop good work habits; respect authority, honor our country; recognize and appreciate beauty in art and music and develop a commitment to self-improvement, positive decision making and problem solving, life long learning, a broad world view and an optimistic approach to the future.

The school offers the following special programs: speech/language therapy, special education, physical therapy, occupational therapy, adaptive physical education, and bilingual instruction for students who qualify for these services. These services are provided in the least restrictive environment for each student as designed in the individual educational plan (IEP). The Japanese language immersion program serves students in grades 1-6, whose parents elect for them to be in the program. The school has a comprehensive Community School program which offers learning opportunities from preschool through adult from September through June.

SCHOOL GOALS

Goal	Level of Achievement
Staff, students, parents and community will work together to plan and implement activities related to quarterly themes in the areas of Citizenship, Celebrations, Health & Wellness and Environment. Building-wide activities in each theme area will include: Citizenship: Kelso's Choices, Adopt-A-Spot, Citizen of the Month, Bubblegum Celebrations, Student Mediation, Veteran's Day Celebration, Meaningful Work, Safe School Committee, Banking Days at School Celebrations: Field Day, Reading / Math / Science Family Nights, Author Day, Ice Cream Social, Multicultural Celebration, End of the Year Celebration Video, Bridge Building, Spirit Days. Health & Wellness: Implementation of the GREAT BODY SHOP Health Curriculum, Bike Rodeo, I-Did-A Walk! "Milk it does a Body Good" Wall, Learn not to Burn, Monthly Emergency Drills for fire and earthquake, Flu Shots, Jump for Heart Environment: Recycling, Spring's Journey North, Adopt-A-Spot, Clean Up Day, Bulb Forcing Experiment, "Trashy" Art Contest.	Attained
Sand Lake Elementary will implement our reading intervention plan. In the primary grades this plan is based upon assessment of all students in grades K-3 with subsequent identification of students who are not progressing with reading and/or reading readiness at an average rate, and then targeting these students for reading interventions. In grades 1-6 we will implement the "Accelerated Reader" reading program.	Attained
Students will demonstrate improvement in spelling in everyday writing.	Attained
Students will demonstrate improvement in spelling in everyday writing. Students will improve in their ability to demonstrate mastery (learning) of the basic facts in addition, subtraction, multiplication and division. The following is a minimum expectation for each grade level: 1st grade: addition and subtraction to 5 2nd grade: addition and subtraction to 9 3rd grade: multiplication and division to 5 4th and 5th grade: multiplication and division to 9 6th grade: multiplication and division to 12	Partially Attained

BUDGET*

1997-98 Expenditures	$1,891,239
1998-99 Budgeted Amount	$1,914,411
1999-00 Adopted Budget	$1,954,434

*Dollars budgeted or expended are general fund only.

Sand Lake School Overview

School Report Card Statement

Sand Lake **Patricia McRae**

We have enjoyed a wonderful year at Sand Lake Elementary and have made great progress in achieving our school goals in reading, spelling and math. This included our work with reading and the Accelerated Reader Program which has gotten off to a great start at Sand Lake. The efforts in reading and the AR program will continue to grow.

In reading, our CAT (California Achievement Tests) scores for 3rd grade students showed that 82% of our third grade students fall into the average and high average range in total reading scores. The primary teachers have developed a reading record which will follow every Sand Lake student as he/she progresses through the primary grades. This record will assist teachers and parents to assess the growth of each child and to determine interventions when children are in need of extra assistance.

This year EVERY CHILD at Sand Lake Elementary had the opportunity to perform in a musical performance, thanks to our wonderful music teacher, Mary Alice Donaldson, who was honored as a BP Teacher of Excellence in March and the BP Teacher of the Year for the entire school district in June, 1999. We are very proud of Mary Alice's great accomplishment. From "The Patriots" to "Bamboo Hats and Rice Cakes" to "How Does Your Garden Grow?" everyone enjoyed and celebrated our children's talents under the direction of Mary Alice Donaldson.

Throughout the 1998-99 school year the Sand Lake staff participated in a school-wide staff development effort in which we learned to use Cooperative Learning structures in classroom instruction. This method of cooperative learning insures that each child is accountable for learning what is being taught but also creates the structure for students to learn MORE as they learn together. This training consisted "Structure of the Month" meetings after school once per month throughout the school year. In these trainings staff would learn how to use a new structure and debrief the structure of the previous month. This was an exciting effort which resulted in a huge increase in active student participation in learning activities in the classroom. Additionally, the utilization of these structures enables teachers to monitor student understanding of concepts being taught/learned and increased the sense of community as students learned more about each other as they worked together.

Another honor awarded this year was the Anchorage School District Volunteer of the Year award which was given to Faye Pye, our PTA co-president. Faye is greatly deserving of this honor, and is a most dedicated and hardworking volunteer. (We have many of those at Sand Lake!)

Our school-business partnerships supported our students and staff throughout the school year in 1998-99 as well. Tastee Freez brought us many wonderful events, including our April Bubble-Gum and Ice Cream celebration for zero referrals; National Bank of Alaska supported our school-banking program (THANKS to our many dedicated parent volunteers who keep this program running!), Northwest Airlines, Carrs at Jewel Lake, and a new partner GCI who helped Mrs. Johnson's Sand Lake 5th grade class follow the progress of musher Mike Williams as he made his way on the Iditarod. These partnerships are critical to our success at Sand Lake.

Sand Lake School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
583	116%	92	34	35

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
557.2	581.5	95.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	11	-
Intermediate	2	9	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.0
Classroom Teachers	25	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	3.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	.9		

Special Programs: Community School, Japanese Immersion, Computer Labs

Sand Lake School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
424	31	47	67	14	159	593
72.73%	5.32%	8.06%	11.49%	2.40%	27.27%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	583	59	10%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
583	28	15	27	22	92	15.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	52	69	34	15	445	615
% in One Sch.	82.69%	94.20%	82.35%	100.00%	90.11%	89.76%
% in Same Sch.	82.69%	73.91%	50.00%	73.33%	71.24%	71.38%

Sand Lake School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	66	70	58	67
	No.	81	88	77	76
Reading Comprehension	%ile	73	67	58	76
	No.	81	88	77	76
Total Reading	**%ile**	**72**	**70**	**60**	**73**
	No.	81	88	77	76
Language Mechanics	%ile	62	72	73	84
	No.	81	88	77	76
Language Expression	%ile	69	70	62	78
	No.	81	88	77	76
Total Language	**%ile**	**67**	**74**	**69**	**83**
	No.	81	88	77	76
Math Computation	%ile	85	90	62	81
	No.	81	88	77	76
Math Concepts and Applications	%ile	77	86	68	83
	No.	81	88	77	76
Total Mathematics	**%ile**	**83**	**90**	**67**	**83**
	No.	81	88	77	76
Total Battery	**%ile**	**76**	**81**	**68**	**82**
	No.	81	88	77	76
Word Analysis	%ile	62			
	No.	81			
Study Skills	%ile		75	62	76
	No.		88	77	76
Spelling	%ile	62	61	52	61
	No.	81	88	77	76
Science	%ile	71	71	53	69
	No.	81	88	77	76
Social Studies	%ile	71	73	66	70
	No.	81	88	77	76

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	70	65	72	71	68
4	Total Lang. Arts	74	65	70	66	69
4	Total Mathematics	90	79	86	80	80
6	Total Reading	73	57	75	59	56
6	Total Lang. Arts	83	70	80	64	46
6	Total Mathematics	83	78	83	70	62

Sand Lake School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	82	81	99	0	0	1
4	90	88	98	0	2	0
5	79	77	97	1	1	0
6	79	76	96	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	76	18.4	34.2	47.4	63	70*
	Lang. Arts	75	13.3	30.7	56.0	58	81*
	Math	75	10.7	25.3	64.0	79	92*
5	Reading	66	31.8	34.8	33.3	65	63
	Lang. Arts	65	20.0	41.5	38.5	66	73*
	Math	65	38.5	40.0	21.5	79	74
6	Reading	67	25.4	47.8	26.9	74	75
	Lang. Arts	66	25.8	31.8	42.4	79	83
	Math	66	19.7	42.4	37.9	80	84

* Indicates Significant Difference in Means at .05 level.

Table 172

Scenic Park School Overview

Statement of Program

Scenic Park Elementary School provides a K-6 program. The instructional staff includes a full inclusion model of resource teachers working in classrooms, a librarian, and a physical education teacher. The program for all students emphasizes basic academic skills plus art, music, and some after school activities.

Scenic Park provides a half-day kindergarten program, gifted services for those students who qualify, a multiage program is offered in a first through third grade classroom and an intermediate class of fourth and fifth grade students. There is a high level of parent involvement in the school's programs.

SCHOOL GOALS

Goal	Level of Achievement
To facilitate individual student growth in reading abilities and to promote the life long joy of reading for all students.	Attained
To use a variety of resources to improve student spelling.	Attained
To continue to increase the knowledge and use of technology by students and staff and; To plan for and establish computer lab in building upgrade which includes a technology plan.	Attained
To promote positive school climate through an increased emphasis on personal responsibility and improved decision making skills.	Attained

BUDGET*

1997-98 Expenditures	$1,920,985
1998-99 Budgeted Amount	$1,742,590
1999-00 Adopted Budget	$1,851,184

*Dollars budgeted or expended are general fund only.

Scenic Park School Overview

School Report Card Statement

Scenic Park **Beverly Pruitt**

Scenic Park Elementary School Goals 1999

Year End Report

Reading Student Climate Spelling Technology

Parents,

The following are brief summary of activities done this year by staff in an effort to achieve our school goals. Preliminary screening of parent surveys suggest focusing on reading only for next year.

Reading Goal

To facilitate individual student growth in reading abilities and promote the life long joy of reading for all students

Reading Benchmarks were given to 2nd through 6th grades in September.

Reading assessment screenings were done on all classes in September.

Read-In on October 29th included students dressing up as Book Characters and PTA providing cookies.

Reading assembly happens monthly.

Most staff received training in January by taking a class called First Steps for 4 evenings or 1 credit.

Two Reading Aides were hired by the district for grades with higher enrollments. 2nd and 3rd grade teachers have Mrs. Scheu and Mrs. Clark assisting them for 3 hours daily.

Read-In theme for January 15th was Summer in Winter.

FRED F=families R=read E=every D=day started 3rd quarter. Families were asked to read daily, Monday through Thursday, for 15 minutes for their child to qualify for the goal incentives.

Reading enrichment was provided by PTA via the Iditaread.

Battle of the books teams were formed and supported.

Spelling Goal:

To improve student spelling

A Spelling Bee was held for grades 3-6 on February 4th.

Spelling Benchmark tests were given quarterly. They were graded and shared with parents.

A Spelling Grant was used to purchase McCracken Phonics Through Spelling.

Primary teachers were in serviced in the use of the McCracken Phonics Through Spelling.

Student Climate Goal:

To Promote Positive School Climate With An Increased Emphasis On Student Responsibility Decision Making

Sixth Graders were given meaningful jobs.

Health Trainers were started by the nurse with 4th graders.

Student Mediators served on the playground in the fall.

Citizenship Word of the week was announced weekly.

Class meetings and lessons emphasizing student behavior were planned.

The 2nd Thursday of the month was a citizenship assembly.

Sixth Graders helped with assembly behavior; monitored the halls; wrote a RAP for an assembly describing BAD habits to break.

Technology Goal:

To Increase the Knowledge And Use Of Technology By Students And Staff

Grade Level Framework was identified by the district.

Benchmark tests were given.

Staff researched, organized and pursued to acquisition of additional resources to support this goal.

A Grade 3-5 technology plan was written.

A Technology grant was written for this school year of approximately $2,000.

Two teachers were trained as building "trouble shooters". They in serviced the staff on useful topics.

Technology committee met during the year.

Technology survey compiled on building needs.

Classes and Computers made available for summer training.

Scenic Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
556	110%	86	14	45

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
534.6	564.7	94.6%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	2	8	-
Intermediate	-	8	-
Combination	-	5	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.125
Classroom Teachers	20.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.75
Special Education Teachers	3.5	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.0		
Nurses	1.0		
Special Programs:			

Scenic Park School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
351	73	66	34	37	210	561
62.57%	13.01%	11.76%	6.06%	6.60%	37.43%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	556	134	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	0	0	0	0	0	2
Percent Not Promoted	2.2%	0%	0%	0%	0%	0%	.4%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
556	65	39	35	43	182	32.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	72	43	91	41	391	638
% in One Sch.	76.39%	72.09%	76.92%	87.80%	80.56%	79.47%
% in Same Sch.	59.72%	55.81%	49.45%	56.10%	63.68%	60.19%

Scenic Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	53	58	62	50
	No.	74	77	82	84
Reading Comprehension	%ile	66	54	66	53
	No.	74	77	82	84
Total Reading	**%ile**	**61**	**56**	**66**	**52**
	No.	74	77	82	84
Language Mechanics	%ile	43	57	79	70
	No.	74	77	81	84
Language Expression	%ile	48	55	70	62
	No.	74	77	81	84
Total Language	**%ile**	**45**	**56**	**77**	**66**
	No.	74	77	80	84
Math Computation	%ile	62	62	70	63
	No.	74	74	82	84
Math Concepts and Applications	%ile	44	63	65	65
	No.	73	74	82	84
Total Mathematics	**%ile**	**51**	**63**	**68**	**63**
	No.	73	74	82	84
Total Battery	**%ile**	**52**	**59**	**74**	**61**
	No.	73	74	80	84
Word Analysis	%ile	51			
	No.	74			
Study Skills	%ile		64	65	59
	No.		75	82	84
Spelling	%ile	56	54	55	44
	No.	74	77	82	84
Science	%ile	48	52	55	44
	No.	73	75	82	84
Social Studies	%ile	57	50	67	53
	No.	73	75	82	84

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	56	73	69	70	54
4	Total Lang. Arts	56	74	69	62	51
4	Total Mathematics	63	74	71	65	58
6	Total Reading	52	58	59	67	69
6	Total Lang. Arts	66	67	65	75	75
6	Total Mathematics	63	72	72	76	79

Scenic Park School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	76	74	97	0	2	0
4	82	77	94	0	3	2
5	86	82	95	0	1	3
6	91	84	92	0	4	3

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	58	25.9	32.8	41.4	49	58*
	Lang. Arts	58	8.6	24.1	67.2	34	60*
	Math	56	17.9	25.0*	57.1	55	68*
5	Reading	64	32.8	45.3	21.9	75	72
	Lang. Arts	61	16.4	37.7	45.9	76	82*
	Math	64	32.8	37.5	29.7	75	72
6	Reading	66	48.5	33.3	18.2	66	54*
	Lang. Arts	63	49.2	38.1	12.7	79	67*
	Math	64	32.8	32.8	34.4	68	67

* Indicates Significant Difference in Means at .05 level.

Table 173

Spring Hill School Overview

Statement of Program

Spring Hill Elementary School provides a complete K-6 educational program. The instructional staff includes a physical education teacher, music teacher, art teacher, special education teachers, teacher assistants, speech teacher, bilingual tutors, librarian, and a nurse. A gifted teacher is available for students who qualify.

Spring Hill offers students in our community an instructional program within the curriculum adopted by the Anchorage School Board. Emphasis is placed on development of the whole child.

We are dedicated to providing an atmosphere in which students achieve academically, develop self-discipline, utilize decision making abilities, and exercise good interpersonal skills. Our goal is to make students and parents active participants in the educational process.

SCHOOL GOALS

Goal	Level of Achievement
Student achievement in reading comprehension will increase as determined by pre- and post-testing conducted in the areas of reading fluency and reading comprehension.	Attained
Student achievement in spelling will increase as determined by pre- and post-testing conducted by classroom teachers using grade appropriate word lists.	Partially Attained
Increase parent involvement in their children's education.	Attained

BUDGET*

1997-98 Expenditures	$1,979,224
1998-99 Budgeted Amount	$1,939,939
1999-00 Adopted Budget	$1,803,614

*Dollars budgeted or expended are general fund only.

Spring Hill School Overview

School Report Card Statement

Spring Hill Elementary School **Barbara Nagengast**

The 1998-99 school year at Spring Hill was a successful one. The three school goals were addressed collaboratively with the efforts of staff, students, parents, and the community to achieve the expected outcomes.

Reading and spelling were the two targeted areas for academic growth. The reading goal generated numerous activities, including Read Across America Day festivities, cross-age reading buddies, implementation of the Accelerated Reader Program, a recreational reading program, and various classroom efforts. Teachers used a variety of strategies to increase comprehension skills. In addition, volunteer reading tutors were trained to work with children who would benefit from additional small group reading experiences. Teachers at grades K-3 were involved in training focused on development of primary reading skills. Both school and PTA funds were dedicated to support literacy activities and materials. The spelling goals was addressed individually with children, through information shared at conferences and through the newsletter, and through staff development activities with the faculty.

Increasing parent involvement has been an ongoing goal for our school. We recognize the importance of reaching out to our parents through a variety of methods. Several teachers made home visits to their student's families. Teachers worked together to offer the Partners in Behavioral improvement course for K-2 parents at our school. There was increased use of the Anchorage Daily News Homework Hotline. Our PTA has reached out to parents by inviting increased committee memberships, volunteer opportunities, and moving monthly meetings to an evening hour that included dinner and child care. Teachers volunteered to provide the child care. Positive feedback about all of these efforts has been received.

As principal I feel that progress has been made in all three areas and that as we move toward standards-based instruction, continued emphasis in the reading/language arts area is critical in the years to come.

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Spring Hill School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
550	114%	91	4	54

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
520.4	550.9	94.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	8	6	-
Intermediate	-	10	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.0
Classroom Teachers	22.5	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	5.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	.95		
Special Programs:			

Spring Hill School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
350	42	83	43	30	198	548
63.87%	7.66%	15.15%	7.85%	5.47%	36.13%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	550	129	23%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
550	49	32	53	35	169	30.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	99	44	52	31	397	623
% in One Sch.	75.76%	75.00%	69.23%	90.32%	81.36%	79.45%
% in Same Sch.	57.58%	70.45%	46.15%	67.74%	68.01%	64.69%

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Spring Hill School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	57	60	54	54
	No.	78	85	80	73
Reading Comprehension	%ile	65	56	63	63
	No.	78	85	81	73
Total Reading	**%ile**	**63**	**59**	**60**	**59**
	No.	78	85	80	73
Language Mechanics	%ile	34	62	69	68
	No.	77	85	81	73
Language Expression	%ile	54	66	63	58
	No.	77	85	81	73
Total Language	**%ile**	**43**	**65**	**66**	**63**
	No.	77	85	81	73
Math Computation	%ile	54	64	47	66
	No.	76	84	81	73
Math Concepts and Applications	%ile	56	71	60	69
	No.	77	84	80	73
Total Mathematics	**%ile**	**57**	**70**	**55**	**67**
	No.	76	84	80	73
Total Battery	**%ile**	**55**	**66**	**63**	**64**
	No.	76	84	80	73
Word Analysis	%ile	44			
	No.	78			
Study Skills	%ile		69	60	66
	No.		84	82	73
Spelling	%ile	50	61	52	53
	No.	77	85	81	73
Science	%ile	52	65	51	53
	No.	77	84	82	73
Social Studies	%ile	51	62	65	62
	No.	77	84	82	73

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	59	64	62	64	46
4	Total Lang. Arts	65	60	62	57	40
4	Total Mathematics	70	55	69	69	48
6	Total Reading	59	60	51	65	57
6	Total Lang. Arts	63	60	65	64	55
6	Total Mathematics	67	61	63	72	63

Spring Hill School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	85	78	92	0	4	3
4	88	85	97	0	3	0
5	85	82	96	0	0	3
6	74	73	99	0	1	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	66	39.4	34.8	25.8	68	64
	Lang. Arts	66	27.3	42.4	30.3	66	70
	Math	65	33.8	35.4	30.8	76	73
5	Reading	63	31.7	44.4	23.8	65	62
	Lang. Arts	64	26.6	37.5	35.9	60	67*
	Math	63	34.9	33.3	31.7	57	56
6	Reading	60	35.0	36.7	28.3	61	58
	Lang. Arts	60	35.0	38.3	26.7	68	65
	Math	60	20.0	21.7	58.3	61	72*

* Indicates Significant Difference in Means at .05 level.

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Susitna School Overview

Statement of Program

Susitna Elementary School provides several educational/instructional options for K-6 students in these areas: neighborhood program, open optional alternative program, and three multiage primary classrooms. In addition to classroom teachers, the school also has music, art, physical education teachers, librarian, nurse, and bilingual tutor. Itinerant teachers include psychology, speech, Indian Education, OT/PT, band, and orchestra. Many parent volunteers supplement the instructional program on a regular basis. The school shares a community school with Chester Valley Elementary School.

The goal of the school and the community is to "work together to develop lifelong learners in a changing world." The entire school uses portfolio assessment as a way to better reflect student achievement and growth.

Susitna recognizes that a program needs the support of the community. Therefore, citizens are encouraged to participate fully in the educational process and to express their views about the school and its progress.

SCHOOL GOALS

Goal	Level of Achievement
Grade 4-6 continuing students will make measurable growth in reading skills as measured by the CAT5.	Partially Attained
83% of students in grades 1-3 will show one or more year's growth in reading OR will be at or above grade level, as measured by the San Diego Word Test.	Attained
Students in grades 2-6 will improve their spelling skills.	Attained
Susitna Accreditation School Improvement Plan Goal: Learning to Learn Skills. Students make a commitment to creating quality work and striving for excellence by reflecting on and evaluating their learning for the purpose of improvement.	Attained

BUDGET*

1997-98 Expenditures	$2,102,547
1998-99 Budgeted Amount	$2,099,056
1999-00 Adopted Budget	$1,838,381

*Dollars budgeted or expended are general fund only.

Susitna School Overview

School Report Card Statement

Susitna Elementary School **Mary Johnstone**

We continue to work on goals established through our school accreditation process, as well as addressing school district mandates.

Our reading goal this year was supported by district personnel and resources. Additionally, a credit class in reading supported the review and organization of new as well as old materials, making them much more accessible to teachers. The new district Language Arts Standards will help us develop even more focused goals for next year, tied closely to standards.

Spelling has been a more difficult goal to make progress on. Success was varied, and we continue to work on this, realizing that the public generally places a high value on spelling.

Learning to Learn Skills. This whole area was a high priority for staff in our accreditation process. We will continue to refine our goals and assessment strategies in this area, particularly as it relates to state and district standards.

We also developed credit courses on-site this year on inclusion and Technology. All three of our credit courses were attended by approximately 15 staff members and the training assisted us with school-wide goals and initiatives.

Susitna is enjoying its smaller size of approximately 550 students, down from 670 a couple of years ago. A boundary change, as well as families moving onto the military bases seem to be the chief factor for our reduced enrollment. We staged a very successful NetDay in November, wiring our entire building, including our computer lab. Over one hundred community members supported this effort.

We are looking forward to having full-day kindergarten for our students in the fall, the result of a district initiative, as well as staff and parent interest in having this available. We will continue for at least one year to have half-day kindergarten in our Optional Program.

Susitna School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
552	105%	109	24	28

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
512.6	543.6	94.3%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	-	7	-
Intermediate	-	6	-
Combination	-	9	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.875
Classroom Teachers	22.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.0	Clerical Support Staff	1.8
Music Teachers	1.0	Custodians	3.0
Art Teachers	.55		
Physical Education Teachers	1.0		
Nurses	1.0		

Special Programs: Indian Ed., Open Optional, Computer Labs

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Susitna School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
353	57	104	24	11	196	549
64.30%	10.38%	18.94%	4.37%	2.00%	35.70%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	552	143	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	4	1	0	0	0	6
Percent Not Promoted	1.5%	4.7%	1.3%	0%	0%	0%	1.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
552	56	61	27	33	177	32.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	127	29	65	16	382	619
% in One Sch.	62.99%	82.76%	69.23%	68.75%	82.72%	76.90%
% in Same Sch.	47.24%	62.07%	61.54%	31.25%	71.73%	64.14%

Susitna School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	44	52	53	50
	No.	76	78	74	74
Reading Comprehension	%ile	49	50	53	60
	No.	75	79	74	74
Total Reading	**%ile**	**47**	**51**	**54**	**56**
	No.	75	78	74	74
Language Mechanics	%ile	28	49	64	65
	No.	75	79	75	74
Language Expression	%ile	38	47	51	57
	No.	75	79	75	74
Total Language	**%ile**	**31**	**48**	**57**	**60**
	No.	75	79	75	74
Math Computation	%ile	41	59	45	53
	No.	75	79	75	74
Math Concepts and Applications	%ile	50	54	64	66
	No.	75	79	75	74
Total Mathematics	**%ile**	**46**	**56**	**58**	**59**
	No.	75	79	75	74
Total Battery	**%ile**	**41**	**51**	**59**	**58**
	No.	74	78	74	73
Word Analysis	%ile	32			
	No.	75			
Study Skills	%ile		59	51	55
	No.		79	75	74
Spelling	%ile	40	38	42	41
	No.	75	79	75	74
Science	%ile	50	49	47	51
	No.	75	79	75	74
Social Studies	%ile	49	44	57	55
	No.	75	78	75	71

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	51	68	55	60	55
4	Total Lang. Arts	48	60	48	56	53
4	Total Mathematics	56	67	49	48	58
6	Total Reading	56	57	62	69	63
6	Total Lang. Arts	60	71	62	73	69
6	Total Mathematics	59	74	68	66	66

Susitna School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	78	76	97	0	1	1
4	80	79	99	0	0	1
5	76	75	99	0	0	1
6	78	75	96	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	70	14.3	38.6	47.1	47	55*
	Lang. Arts	71	14.1	28.2	57.7	36	51*
	Math	71	23.9	28.2	47.9	47	60*
5	Reading	50	26.0	38.0	36.0	62	65
	Lang. Arts	50	16.0	40.0	44.0	60	68*
	Math	50	30.0	48.0	22.0	73	70
6	Reading	64	29.7	39.1	31.3	60	60
	Lang. Arts	64	23.4	42.4	34.4	58	62
	Math	64	10.9	45.3	43.8	57	64

* Indicates Significant Difference in Means at .05 level.

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Taku School Overview

Statement of Program

Taku Elementary provides a complete K-6 program of instruction.

The school serves a geographic area surrounded by businesses and small industry. Students attend Taku from other attendance areas in order to participate in the Slingerland program or to attend one of several large daycare centers within its boundaries.

Taku gives high priority to matching learning activities to the particular needs of its student body. Therefore, materials, supplies and personnel must be varied to satisfy the needs of many levels of learning encountered on a daily basis. The school, in addition to helping children learn and grow in academics, also deems it a major purpose to help students to learn and to acquire personal citizenship skills that will help them live, work, and interact in the social setting throughout the school day/year.

SCHOOL GOALS

Goal	Level of Achievement
Produce independent readers by the end of third grade. Improve reading skills for students in fourth - sixth grades.	Attained
Improve Spelling skills on weekly tests, in written work, and on standardized tests.	Partially Attained
Increase student-writing skills through a focus on the six main traits of the writing process.	Attained

BUDGET*

1997-98 Expenditures	$1,494,063
1998-99 Budgeted Amount	$1,482,349
1999-00 Adopted Budget	$1,384,457

*Dollars budgeted or expended are general fund only.

Taku School Overview

School Report Card Statement

Taku Elementary School **Karlyn Daenzer**

Overall our year went positively with a genuine focus on the accomplishment of our academic goals. We saw some wonderful growth in our students this year, but will continue to improve out efforts and strive to bring each student's skill level even higher and at grade level or better. Our population continues to provide many academic and social challenges with its transiency. The staff is dedicated to making each student as successful as possible while providing a safe, productive learning environment. I feel confident that our school will continue the same goals for the upcoming year as the skills addressed are imperative to each child's success as a life long learner and productive member of society.

Taku School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
354	105%	63	3	40

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
322.7	351.5	91.8%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	5	4	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.375
Classroom Teachers	18.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	4.0	Clerical Support Staff	1.5
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.9		
Nurses	.7		

Special Programs: Title I, Computer Labs, Breakfast Program, Slingerland

Taku School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
228	36	41	21	25	123	351
64.96%	10.26%	11.68%	5.98%	7.12%	35.04%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	354	151	42%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
354	48	27	62	42	179	50.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	56	23	45	30	275	430
% in One Sch.	53.57%	78.26%	71.11%	70.00%	69.45%	67.91%
% in Same Sch.	55.36%	47.83%	57.78%	43.33%	58.18%	56.05%

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Taku School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	64	48	69	48
	No.	48	41	42	42
Reading Comprehension	%ile	57	57	60	55
	No.	48	41	42	42
Total Reading	%ile	**62**	**52**	**66**	**51**
	No.	48	41	42	42
Language Mechanics	%ile	50	50	77	57
	No.	48	41	42	42
Language Expression	%ile	49	44	71	58
	No.	48	41	42	42
Total Language	%ile	**50**	**46**	**76**	**57**
	No.	48	41	42	42
Math Computation	%ile	56	59	66	63
	No.	48	42	42	42
Math Concepts and Applications	%ile	66	52	73	68
	No.	47	42	42	42
Total Mathematics	%ile	**64**	**55**	**71**	**65**
	No.	47	42	42	42
Total Battery	%ile	**60**	**52**	**74**	**58**
	No.	47	41	42	42
Word Analysis	%ile	49			
	No.	48			
Study Skills	%ile		60	78	67
	No.		41	42	42
Spelling	%ile	45	53	57	40
	No.	48	41	42	42
Science	%ile	70	60	65	55
	No.	47	41	41	42
Social Studies	%ile	65	54	68	56
	No.	48	41	41	42

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	52	53	50	35	28
4	Total Lang. Arts	46	47	42	27	24
4	Total Mathematics	55	60	56	35	28
6	Total Reading	51	50	33	55	37
6	Total Lang. Arts	57	55	51	67	35
6	Total Mathematics	65	61	56	65	38

Taku School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	52	48	92	0	0	4
4	44	42	95	0	2	0
5	44	42	95	0	2	4
6	43	42	98	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	28	39.3	39.3	21.4	51	48
	Lang. Arts	28	46.4	17.9	35.7	54	42
	Math	29	44.8	20.7	34.5	61	52
5	Reading	34	23.5	32.4	44.1	57	67
	Lang. Arts	34	2.9	11.8	85.3	49	79*
	Math	34	26.5	29.4	44.1	61	74*
6	Reading	27	59.3	14.8	25.9	64	54
	Lang. Arts	27	48.1	14.8	37.0	70	64
	Math	27	18.5	37.0	44.4	67	73

* Indicates Significant Difference in Means at .05 level.

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Tudor School Overview

Statement of Program

Tudor Elementary School offers a K-6 educational program designed to meet the academic and social needs of every student within the Tudor Community. Our programs have been developed upon an inclusionary philosophy. Simply stated, every child belongs and should be educated to the greatest extent within the regular classroom. These programs are supported by a diverse staff of dedicated teachers and support personnel. In order to meet the individual needs of our students, services are available in Slingerland instruction, special education, speech, gifted, and bilingual services. Additional support is provided through a strong community school program and parent volunteers.

SCHOOL GOALS

Goal	Level of Achievement
To improve Math Computation and Problem Solving skills across all grades levels.	Partially Attained
Students at Tudor Elementary will become a literate community of life-long learners with proficiency and enjoyment of reading through support of home and school.	Partially Attained
Tudor School will encourage and increase parent, community and business involvement in our school.	Attained
Tudor Elementary School will work to provide a positive school climate and reduce student conflicts.	Attained
Tudor Elementary School desires to increase student knowledge of technology and computers.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,858,943
1998-99 Budgeted Amount	$1,753,091
1999-00 Adopted Budget	$1,838,741

*Dollars budgeted or expended are general fund only.

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Tudor School Overview

School Report Card Statement

Tudor Elementary School **Susanne Lange**

The 1998-1999 School year began with the parents, students and staff collaborating on the development of five goals for the school. We planned to focus on the following areas: Technology, Math, Reading Comprehension, Reducing Student Conflicts and Parent/Community Involvement. We also developed a PATH and a long range vision for the school which incorporated a safe, inclusive school environment with strong academic and social expectations. This was necessary as we saw our community complexity and needs of the students changing. To accomplish our safe environment at school, staff members were trained in RCCP (Resolving Conflict Creatively Program) and Tudor became a RCCP Mentor school. Incorporating RCCP, Social Skill instruction, Social Skill/Anger Management groups, Project Achieve and the Stop & Think Program into the school climate have helped to reduce the student conflicts on the playground and in the classroom. The culminating activity for the students, staff and parents was our "Peacemaker" Assembly held in late April. The evening performance was attended by the media and became the headline for the Channel 2's Nightly News.

Many school wide activities supported our school's goals. Our Back to School Ice Cream Social started things off with a positive start. The PTA Recreational Reading Program "Reading Patches" was very successful. Teachers also shared the Reading Benchmarks with parents during conference time. In support of our reading goal students also participated in the Love of Literacy Reading Quilt, Read Across America/Dr. Suess Day and enjoyed an Alaskan author, Margaret Nicoli. In September '98, Tudor participated in the citywide Anchorage "Day of Caring" Activities. British Petroleum Corporation planted 650 tulip/daffodil bulbs in front of the school. These are beautiful and in bloom this spring. Employees of British Petroleum also read to small groups of students and completed math games throughout the day. The Tudor staff also participated by organizing and cleaning the Center for Families/Intermission Shelter closets, kitchen and complete center. On March 1st, we held a Curriculum Family Fun Night to share the curriculum in Math, Science, Reading, Junior Achievement, Social Studies, Language Arts, PE, Music, Art with our parents. This was a successful evening. Students at Tudor also participated in the St. Jude's Hospital Math-a-Thon and raised over $3000 for the hospital and its children. In collaboration with our Tudor Community School, we held a Cinco de Mayo Spring Carnival night in early May, in support of our school programs. This event brought in many parents to the Taco Feed and Carnival activities. Many 6th grade students helped to make this event possible. We were also pleased with our 350 entries in our school's Science Fair. Students placed or won awards at the state contest. Tudor also had students who represented our school in both the state Geography Bee and Spelling Bee. Students also enjoyed participating in Chorus, Talent Shows, Class Plays, Picnics, Field Trips and Cultural Events that helped maintain a positive school climate. Our final highlight of the school year was our 6th Grade Celebration. Eighteen students from the 6th grade class were honored with either the Presidential Achievement Award or the American Citizenship Award. This event was made possible with the help of our PTA. I still enjoy eating lunch with the "Student's of the Week" each Thursday.

Many changes have occurred over this year. We redesigned the parking area to provide safer access for students to the school. More needs to be accomplished but the changes made have definitely improved the bus lane problem. Our computer lab will be wired with electrical upgrades this June. The PTA and Community School purchased five iMac computers for the new lab. The heating/vent upgrades will occur over the summer. This alone will improve the air quality in the building.

In summary, the school year has been rather successful with many positive activities occurring for everyone to enjoy.

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Tudor School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
557	107%	92	3	82

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
503.6	537.2	93.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	12	-
Intermediate	-	9	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.1
Classroom Teachers	21.0	Bilingual Tutors	2.0
Librarians	1.0	Clerical Support Staff	1.875
Special Education Teachers	5.0	Custodians	2.5
Music Teachers	1.0		
Art Teachers	.6		
Physical Education Teachers	1.1		
Nurses	1.0		

Special Programs: Community School, Intensive needs site, Slingerland grades 1-5

Tudor School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
319	52	85	60	40	237	556
57.37%	9.35%	15.29%	10.79%	7.19%	42.63%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	557	227	40%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	1	2	1	0	0	8
Percent Not Promoted	4.3%	1.5%	2.6%	1.2%	0%	0%	1.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
557	74	61	77	59	271	48.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	102	65	68	55	364	655
% in One Sch.	62.75%	73.85%	63.24%	58.18%	73.90%	69.62%
% in Same Sch.	52.94%	60.00%	42.65%	45.45%	59.89%	55.73%

Tudor School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	58	55	29	45
	No.	70	78	75	66
Reading Comprehension	%ile	64	54	35	60
	No.	70	77	75	66
Total Reading	**%ile**	**61**	**55**	**31**	**55**
	No.	70	77	75	66
Language Mechanics	%ile	41	50	46	69
	No.	70	77	75	66
Language Expression	%ile	52	53	43	57
	No.	69	77	75	66
Total Language	**%ile**	**47**	**51**	**43**	**64**
	No.	69	77	75	66
Math Computation	%ile	55	61	30	53
	No.	70	78	73	66
Math Concepts and Applications	%ile	59	61	41	62
	No.	70	78	74	66
Total Mathematics	**%ile**	**59**	**62**	**34**	**57**
	No.	70	78	73	66
Total Battery	**%ile**	**58**	**57**	**35**	**59**
	No.	69	76	73	66
Word Analysis	%ile	63			
	No.	70			
Study Skills	%ile		59	44	61
	No.		76	74	65
Spelling	%ile	53	45	36	50
	No.	69	77	75	66
Science	%ile	55	58	35	51
	No.	69	76	74	65
Social Studies	%ile	54	57	41	53
	No.	68	76	74	65

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	55	45	59	62	46
4	Total Lang. Arts	51	49	63	49	50
4	Total Mathematics	62	48	70	54	61
6	Total Reading	55	64	49	51	44
6	Total Lang. Arts	64	61	53	53	46
6	Total Mathematics	57	60	48	60	49

Tudor School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	76	70	92	0	3	3
4	83	79	95	4	0	0
5	77	75	97	0	1	1
6	69	66	96	0	2	1

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	55	41.8	40.0	18.2	64	52*
	Lang. Arts	55	23.6	34.5	41.8	43	54*
	Math	51	25.5	49.0	25.5	63	62
5	Reading	52	44.2	30.8	25.0	46	36*
	Lang. Arts	51	39.2	29.4	31.4	52	52
	Math	50	38.0	38.0	24.0	51	44
6	Reading	50	30.0	32.4	38.0	54	57
	Lang. Arts	50	34.0	34.0	32.0	69	68
	Math	50	14.0	54.0	32.0	60	65

* Indicates Significant Difference in Means at .05 level.

Table 177

Turnagain School Overview

Statement of Program

Turnagain Elementary School provides educational opportunities for K-6 students. The Turnagain educational community believes that all children can learn and be successful in a safe, nurturing environment where a respectful relationship exists between staff, students, and parents. We are dedicated to improving student achievement and to providing opportunities for students to acquire strategies and coping skills that foster good citizenship and life-long learning. Students experience a wide variety of stimulating and challenging educational experiences with emphasis placed on the acquisition of skills through a variety of teaching styles. We support a holistic curriculum that recognizes individual needs and is developmentally appropriate. Our goal is that all students will become literate, independent, positive, and respectful citizens who take pride in themselves and their community.

SCHOOL GOALS

Goal	Level of Achievement
We will develop and implement an intervention reading plan for reluctant/struggling readers in Grades K-3.	Attained
To increase the current level of building wide inclusion of Special Education children both in resource as well as intensive needs.	Partially Attained
To improve the current reading incentive program.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,536,509
1998-99 Budgeted Amount	$1,387,219
1999-00 Adopted Budget	$1,469,382

*Dollars budgeted or expended are general fund only.

Turnagain School Overview

School Report Card Statement

Turnagain Elementary School **Mary Gilbert**

The 1998/99 school year was an extremely challenging one in many ways. Pursuit of our goals gave us the opportunity to come together as a team. This year we brought on board several new staff members due to teacher retirements the previous year. Building a team takes time and effort on the part of all. I feel that we did an excellent job of this and that in the next few years we will reap the benefit of this new team. Over half of our primary team was new to Turnagain.

One of our goals this year was to identify struggling/reluctant readers. We are concerned about the large number of students and felt that we need to focus on enhancing these student's strengths and improving their weaknesses. A program of intervention was developed and will continue to be utilized. We are very proud of how we have worked on this process and will continue to seek ways to improve.

A recreational reading program was stressed again this year. However, success was limited. Parent/student interest wasn't there and contracts weren't completed as regularly or as frequently as we would have liked even though an award program was established. This program was to promote the love of reading for enjoyment and not just for knowledge. Although one factor which came to light was that some students did enjoy the program and therefore we do consider it somewhat successful. This program will be readdressed again in the fall.

There is a growing concern from parents and teachers that the Everyday Math program is not fulfilling the needs of the students in all areas, particularly in the area of basic math skills and computation. Discussions have evolved about ways to improve in this area and it was determined that this would be a goal for next year.

Student Behavior at Turnagain is excellent. For the most part, students continue to be respectful of themselves and others. An area we would like to work on though is the area of acceptance of difference in social economic backgrounds. There are some significant differences and sometimes that is apparent in student interactions. We will continue to work on this.

Turnagain is a wonderful community of students, parents, teachers and staff who strive to work together for the benefit of all our children. We are realistic about our expectations and continue to expect the best from all of us.

Turnagain School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
428	89%	74	22	71

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
387.0	415.7	93.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	10	-
Intermediate	-	6	-
Combination	1	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	3.875
Classroom Teachers	15.0	Bilingual Tutors	1.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	4.3	Clerical Support Staff	1.625
Music Teachers	.9	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	.9		
Bilingual Teachers	.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Indian Ed., Intensive Needs site, Slingerland for grade 1

Turnagain School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
263	19	64	69	11	163	426
61.74%	4.46%	15.02%	16.20%	2.58%	38.26%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	428	108	25%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
428	46	41	46	33	166	38.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	73	80	24	17	301	495
% in One Sch.	72.60%	75.00%	70.83%	47.06%	75.08%	73.54%
% in Same Sch.	49.32%	63.75%	41.67%	41.18%	63.46%	59.60%

Turnagain School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	45	66	61	56
	No.	62	50	59	61
Reading Comprehension	%ile	45	56	57	68
	No.	61	51	59	61
Total Reading	**%ile**	**46**	**63**	**61**	**63**
	No.	61	50	59	61
Language Mechanics	%ile	37	56	71	82
	No.	62	51	59	61
Language Expression	%ile	44	65	66	63
	No.	62	51	59	61
Total Language	**%ile**	**41**	**62**	**70**	**78**
	No.	62	51	59	61
Math Computation	%ile	52	53	49	61
	No.	60	51	59	61
Math Concepts and Applications	%ile	47	66	70	73
	No.	62	51	59	61
Total Mathematics	**%ile**	**50**	**60**	**61**	**67**
	No.	60	51	59	61
Total Battery	**%ile**	**45**	**63**	**68**	**72**
	No.	60	50	59	61
Word Analysis	%ile	42			
	No.	62			
Study Skills	%ile		61	61	70
	No.		51	59	61
Spelling	%ile	41	54	49	53
	No.	62	51	59	61
Science	%ile	49	68	47	58
	No.	62	51	59	61
Social Studies	%ile	50	57	61	59
	No.	62	51	59	61

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	63	60	76	71	57
4	Total Lang. Arts	62	61	74	65	67
4	Total Mathematics	60	61	87	72	67
6	Total Reading	63	61	66	61	63
6	Total Lang. Arts	78	74	75	66	62
6	Total Mathematics	67	83	80	73	67

Turnagain School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	63	62	98	0	0	1
4	51	51	100	0	0	0
5	59	59	100	0	0	0
6	61	61	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	32	21.9	43.8	34.4	67	73
	Lang. Arts	33	36.4	36.4	27.3	70	66
	Math	33	45.5	30.3	24.2	73	68
5	Reading	45	20.0	40.0	40.0	64	68
	Lang. Arts	45	17.8	35.6	46.7	66	76*
	Math	45	28.9	37.8	33.3	67	68
6	Reading	48	37.5	33.3	29.2	73	72
	Lang. Arts	48	18.8	45.8	35.4	77	83
	Math	48	29.2	41.7	29.2	76	74

* Indicates Significant Difference in Means at .05 level.

Table 178

William Tyson School Overview

Statement of Program

William Tyson Elementary School provides a comprehensive elementary curriculum which strives to develop each individual student's mental, physical, and social abilities. We are committed to providing a safe and peaceful learning environment for everyone. It is our vision that people in our community will become aware that we have many constructive choices for dealing with conflict, develop skills to make those choices, increase respect for our own and others' cultures, learn skills in dealing with bias, and above all, see that we can play a powerful role in creating a more democratic, just and peaceful world.

The school has a reading specialist, math specialist, special education teachers, a multicultural resource teacher, a physical education teacher, a classroom music teacher, a bilingual instructor, Indian education tutors, a parent resource staff and SMSI trained teachers. We are committed to celebrate our multiculturalism, encourage a Native alternative program and to promote positive self esteem.

The staff at William Tyson is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

SCHOOL GOALS

Goal	Level of Achievement
Improve reading skills.	Partially Attained
Improved academic achievement for students in grades 2-6 in Spelling.	Attained
Increase Parent/Community Involvement.	Attained

BUDGET*

1997-98 Expenditures	$1,497,202
1998-99 Budgeted Amount	$1,562,209
1999-00 Adopted Budget	$1,846,797

*Dollars budgeted or expended are general fund only.

William Tyson School Overview

School Report Card Statement

Tyson, Wiliiam **John Kito**

1999-2000 was a very trying year for all of us at William Tyson School. We undertook a complete restructuring of our Reading program with the intention of providing opportunities for all of our students to become independent readers. Our staff has been diligent, dedicated and very successful in providing Tyson students with this opportunity.

Our reading program, Success for All, is a researched based program developed by Johns Hopkins University that involves specific training for teachers in reading with many implementation checks throughout the year. Staff met weekly through the year to discuss strategies, concerns, successes and difficulties. Never have I seen such dedicated individuals working so hard together and achieving so much. This success comes from hard work by all members of our staff from teachers to our Administrative Assistant.

Success for All will continue the next four years, with the intention to remain a viable component of our school for a much longer time. Research shows that after three years major positive change occurs in the area of reading with students. If what we have seen this year is any indication, our third year will be wonderful. This is the program for WIlliam Tyson students, community and parents. Our attendance is consistently over 90%, with absences and tardies being reduced. Schoolwide discipline has been reduced and we are seeing children that are happy, safe, and wanting to come to school. Success for All, a dedicated staff, a supportive school district and committed community is providing the basis for all the positive educating that is happening at William Tyson School.

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William Tyson School Characteristics

SCHOOL MEMBERSHIP

September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
419	87%	66	0	189

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
397.9	428.4	92.8%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
Primary	5	6	-
Intermediate	-	6	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	4.5
Classroom Teachers	22.5	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	4.0
Special Education Teachers	3.0	Teacher Assistants/Aides	1.5
Music Teachers	.8	Clerical Support Staff	1.5
Art Teachers	.4	Custodians	3.0
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Counselors	2.0		
Nurses	.8		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Counselors, Slingerland for grade 1, Intensive Needs Site, Computer Labs, Breakfast Program

William Tyson School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
87	67	111	143	24	345	432
20.14%	15.51%	25.69%	33.10%	5.56%	79.86%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	429	387	90%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	1	0	0	1
Percent Not Promoted	0%	0%	0%	1.4%	0%	0%	.3%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
429	104	49	118	68	339	79.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	149	186	89	35	111	570
% in One Sch.	52.35%	57.53%	56.18%	62.86%	61.26%	57.02%
% in Same Sch.	44.97%	33.33%	48.31%	54.29%	51.35%	43.51%

William Tyson School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED					
SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	24	33	32	26
	No.	43	61	43	33
Reading Comprehension	%ile	32	39	49	42
	No.	43	61	43	33
Total Reading	**%ile**	**27**	**36**	**40**	**32**
	No.	43	61	43	33
Language Mechanics	%ile	24	39	66	59
	No.	43	61	43	33
Language Expression	%ile	30	30	49	41
	No.	42	61	43	33
Total Language	**%ile**	**25**	**33**	**58**	**49**
	No.	42	61	43	33
Math Computation	%ile	23	38	63	44
	No.	43	61	43	33
Math Concepts and Applications	%ile	28	43	70	38
	No.	43	61	43	33
Total Mathematics	**%ile**	**24**	**40**	**69**	**40**
	No.	43	61	43	33
Total Battery	**%ile**	**24**	**34**	**57**	**38**
	No.	42	61	43	33
Word Analysis	%ile	24			
	No.	43			
Study Skills	%ile		41	49	45
	No.		61	43	33
Spelling	%ile	33	43	52	46
	No.	43	61	43	33
Science	%ile	27	36	36	31
	No.	43	61	43	33
Social Studies	%ile	29	28	57	45
	No.	43	61	43	33

HISTORICAL PERFORMANCES ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95 CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	36	35	19	N/A	N/A
4	Total Lang. Arts	33	41	24	N/A	N/A
4	Total Mathematics	40	54	39	N/A	N/A
6	Total Reading	32	29	36	N/A	N/A
6	Total Lang. Arts	49	38	45	N/A	N/A
6	Total Mathematics	40	60	64	N/A	N/A

William Tyson School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	55	43	78	0	3	9
4	72	61	85	2	6	3
5	51	43	84	1	4	3
6	46	33	72	3	5	5

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	37	13.5	25.1	51.4	28	42*
	Lang. Arts	38	13.2	31.6	55.3	21	37*
	Math	37	16.2	27.0	56.8	21	41*
5	Reading	25	28.0	36.0	36.0	36	38
	Lang. Arts	25	4.0	32.0	64.0	41	58*
	Math	25	20.0	20.0	60.0	58	67
6	Reading	13	23.1	23.1	53.8	18	39
	Lang. Arts	13	-0-	38.5	61.5	23	50*
	Math	13	23.1	30.8	46.2	22	40

* Indicates Significant Difference in Means at .05 level.

Table 179

Ursa Major School Overview

Statement of Program

The purpose of Ursa Major Elementary School is to form a partnership with the parents in providing a positive initial school experience for children grades K-6. Ursa Major emphasizes a regularly scheduled basic academic curricula. The staff teaches the proper use of the English language; clarifies the methods of calculation and logic; aids students in developing their ability to read with understanding; develops writing skills; explores history—informing the children about the past, the possibilities of the present, and future; enhances each child's self-concept; encourages an appreciation of beauty in art and music; assists growth in life-long physical fitness; and develops the faculties of each person for new vistas. Student self-restraint is encouraged and sometimes required. The students are obligated to exhibit a rudimentary work ethic. Common American values such as respect for others are demonstrated and practiced. Woven throughout the curricula are components of positive character development and patriotism.

The staff puts in priority order the collection of objective data on the students as a foundation for making program decisions for the development of Ursa Major's human resources—children. Several supplemental programs assist in meeting the special needs of the students such as: bilingual tutoring, Chapter I reading and mathematics, resource room assistance, gifted program, speech/language assistance, and a self-contained language development class.

SCHOOL GOALS

Goal	Level of Achievement
Students in Grades K-3 will improve oral reading performances within a variety of reading content areas. Students in Grades 3-6 will improve reading performance specifically reading comprehension within a variety of content areas.	Attained
Students will improve spelling proficiency as a result of a well-balanced program, which addresses high frequency words, personal words, and instruction in spelling patterns, words and skills.	Attained
To improve the building and management skills of school personnel and the behavior of students (reduce antisocial and increase pro-social behaviors) in order to create a discipline environment within which to learn. This will result in increased academic engaged time by students) through the use of building based social skills and aggression control training program.	Attained

BUDGET*

1997-98 Expenditures	$1,752,852
1998-99 Budgeted Amount	$1,159,040
1999-00 Adopted Budget	$1,124,853

*Dollars budgeted or expended are general fund only.

Ursa Major School Overview

School Report Card Statement

Ursa Major Elementary School **Chuck Screws**

Goal #1 for Ursa Major Elementary School was to improve the reading performance of all our students in Grades 1-6. This goal was achieved during the 1998/99 school year. Teachers used a variety of assessments each marking period, such as Title I reading assessments, running records, curriculum based assessments, and the Slosson Oral Reading Test to measure student growth in reading. In addition, when comparing California Achievement Test scores for 1998/99 school year and the previous school year, 1997/98, the grade level reading scores were higher overall this year. The following interventions were used to produce these results. First, teachers used a balanced reading program, which consisted of phonics and whole language in their reading instruction. Secondly, the Title I reading specialist, Title I parent tutors, and the Resource Tutors, worked closely with the teachers in Grades K-3 to target those students who were identified as struggling readers. In addition, teachers incorportated strategies and assessments learned in district read trainings in their reading instruction. Parent volunteers developed a school-wide recreational reading program. "Families Read Every Day" at Ursa Major. The purpose of this program was to motivate students to read a targeted number minutes each month for recreation. The PTA provided free incentives, such as high interest books, to motiviate student involvement in the program. The principal provided incentives to classes in which there was 100% student participation. Parents donated two bicycles which were given away in a drawing at the conclusion of the program.

The PTA was also actively involved in supporting this school reading goal. The PTA and Title I sponsored two Family Literary Nights to focus on developing a family reading/teaching partnership. The PTA held two Book Fairs to promote reading. During these Book Fairs, students and families were able to purchase high interest books at a greatly reduced price. In addition, during montly student recongnition assemblies and quarterly academic awards' assemblies, the PTA donated free high interested books as incentives. Again, the purpose of these incentives was to encourage student reading.

Ursa Major School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
404	82%	41	1	16

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
380.0	393.5	96.5%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	3	9	-
Intermediate	-	4	-
Combination	-	1	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.75
Classroom Teachers	22.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	.68
Special Education Teachers	3.0	Teacher Assistants/Aides	2.0
Music Teachers	.9	Title I Parent Worker	3.0
Art Teachers	.5	Clerical Support Staff	1.5
Physical Education Teachers	1.0	Custodians	3.0
Counselors	1.0		
Nurses	.6		

Special Programs: Full-Day Kindergarten, Counselors

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Ursa Major School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
272	94	4	14	19	131	403
67.49%	23.33%	0.99%	3.47%	4.71%	32.51%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	404	206	50%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	1	1	0	0	3
Percent Not Promoted	1.4%	0%	1.8%	1.9%	0%	0%	1.0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
404	52	79	19	44	194	48.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	4	17	115	26	308	470
% in One Sch.	100.00%	82.35%	61.74%	61.54%	69.48%	67.87%
% in Same Sch.	25.00%	35.29%	26.09%	38.46%	20.78%	23.62%

Ursa Major School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	64	56	45	58
	No.	58	55	37	26
Reading Comprehension	%ile	69	60	58	68
	No.	58	55	37	26
Total Reading	**%ile**	**68**	**60**	**52**	**63**
	No.	58	55	37	26
Language Mechanics	%ile	62	54	78	84
	No.	58	55	37	25
Language Expression	%ile	68	55	60	69
	No.	58	55	37	25
Total Language	**%ile**	**66**	**54**	**70**	**79**
	No.	58	55	37	25
Math Computation	%ile	77	59	52	77
	No.	58	55	37	26
Math Concepts and Applications	%ile	68	63	62	67
	No.	58	55	37	26
Total Mathematics	**%ile**	**74**	**62**	**58**	**72**
	No.	58	55	36	26
Total Battery	**%ile**	**71**	**59**	**62**	**74**
	No.	58	55	36	25
Word Analysis	%ile	55			
	No.	58			
Study Skills	%ile		62	52	67
	No.		55	38	26
Spelling	%ile	61	60	55	58
	No.	58	55	37	25
Science	%ile	62	62	44	50
	No.	57	55	38	26
Social Studies	%ile	66	50	60	52
	No.	57	55	38	26

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	60	67	67	61	46
4	Total Lang. Arts	54	74	73	48	64
4	Total Mathematics	62	80	67	49	53
6	Total Reading	63	57	63	51	57
6	Total Lang. Arts	79	54	64	60	51
6	Total Mathematics	72	53	81	53	61

Ursa Major School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	60	58	97	0	2	0
4	57	55	96	0	1	1
5	40	38	95	0	1	1
6	29	26	90	0	0	3

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	13	15.4	53.8	30.8	46	53
	Lang. Arts	13	7.7	23.1	69.2	32	51*
	Math	13	15.4	38.5	46.2	53	62
5	Reading	8	50.0	37.5	12.5	64	55
	Lang. Arts	9	33.3	33.3	33.3	73	72
	Math	8	62.5	12.5	25.0	86	66
6	Reading	8	37.5	25.0	37.5	75	74
	Lang. Arts	7	14.3	57.4	28.6	88	91
	Math	8	-0-	37.5	62.5	60	74

* Indicates Significant Difference in Means at .05 level.

Table 180

Ursa Minor School Overview

Statement of Program
Ursa Minor Elementary School provides a complete K-6 instructional program for the students of Fort Richardson, who are military dependents.
The students' needs are met through District adopted programs and curriculum offered in heterogeneous classrooms of single and multiple grades. Instructional programs respond to individual student learning styles and acquisition of basic skills. We believe children will rise to the level of expectation, therefore, academic excellence and personal responsibility are systematically promoted. Community and family involvement share in the task of promoting maximum student achievement. The positive learning climate along with teaching problem solving skills, helps students reach their potential and demonstrates respect for self and others.

SCHOOL GOALS

Goal	Level of Achievement
Ursa Minor and the community will work to raise test scores in reading by promoting student reading at school and home.	Attained
Students at Ursa Minor school will increase their writing proficiency as measured by writing samples in portfolio assessments.	Partially Attained
Ursa Minor School Community of staff, students and parents will work to strengthen and expand our school-business partnerships and increase positive community relations.	Attained

BUDGET*

1997-98 Expenditures	$-5,936
1998-99 Budgeted Amount	$958,267
1999-00 Adopted Budget	$997,392

*Dollars budgeted or expended are general fund only.

Ursa Minor School Overview

School Report Card Statement

Ursa Minor Elementary School **Fran Talbott**

Ursa Minor was successfully reopened this fall after a year's closure for renovation. The staff and students were housed at Ursa Major during the 97-98 school year. Putting the school together this year was a challenging and exciting task. Teachers, volunteers, P.T.A., school-business partnerships and principal worked together to build a wide based reading program that utilized a computerized reading practice system and each classroom used targeted teaching strategies.

Our writing program goal was accomplished through the strategies learned from the class "First Steps". Teachers were using journals, Word Walls, Daily Oral Language, the Writing Process and training from the District Wide Literacy Training to keep students fluent and increase motivation for more writing. Student portfolios showed they were growing in their writing skills.

Our School-Business partnerships were newly organized this year but we did increase the number of partnerships. We are an inclusive community which combines our respective strengths to support each other in the learning process.

Ursa Minor School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
304	96%	35	3	22

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
286.0	295.1	96.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	6	-
Intermediate	-	2	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Title I Coordinators/Specialists	.5
Classroom Teachers	10.0	Bilingual Tutors	.3
Librarians	1.0	Teacher Assistants/Aides	2.0
Special Education Teachers	1.4	Title I Parent Worker	.5
Music Teachers	.4	Clerical Support Staff	1.0
Art Teachers	.3	Custodians	2.0
Physical Education Teachers	.5		
Counselors	.83		
Nurses	.5		

Special Programs: Full-Day Kindergarten, Counselors

Ursa Minor School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
184	65	5	14	26	110	294
62.59%	22.11%	1.70%	4.76%	8.84%	37.41%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	291	172	59%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	1	0	0	0	0	0	1
Percent Not Promoted	2.0%	0%	0%	0%	0%	0%	.4%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
291	119	80	45	32	276	94.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	5	16	99	34	240	394
% in One Sch.	60.00%	56.25%	44.44%	41.18%	57.08%	52.54%
% in Same Sch.	0.00%	0.00%%	0.00%	0.00%	0.00%	0.00%

Ursa Minor School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	55	63	60	41
	No.	44	39	34	32
Reading Comprehension	%ile	53	57	62	65
	No.	44	39	34	32
Total Reading	**%ile**	**54**	**62**	**62**	**53**
	No.	44	39	34	32
Language Mechanics	%ile	45	60	76	74
	No.	44	39	34	32
Language Expression	%ile	55	58	70	52
	No.	44	39	34	32
Total Language	**%ile**	**51**	**59**	**74**	**66**
	No.	44	39	34	32
Math Computation	%ile	37	52	72	48
	No.	44	39	34	32
Math Concepts and Applications	%ile	65	64	71	49
	No.	44	39	34	32
Total Mathematics	**%ile**	**54**	**60**	**73**	**49**
	No.	44	39	34	32
Total Battery	**%ile**	**53**	**60**	**73**	**56**
	No.	44	39	34	32
Word Analysis	%ile	51			
	No.	44			
Study Skills	%ile		70	62	56
	No.		39	34	32
Spelling	%ile	53	52	57	49
	No.	44	39	34	32
Science	%ile	57	73	55	53
	No.	44	39	34	32
Social Studies	%ile	52	55	71	58
	No.	44	39	34	32

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	62	N/A	48	61	46
4	Total Lang. Arts	59	N/A	52	48	64
4	Total Mathematics	60	N/A	45	49	53
6	Total Reading	53	N/A	59	51	57
6	Total Lang. Arts	66	N/A	61	60	51
6	Total Mathematics	49	N/A	57	53	61

Ursa Minor School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	44	44	100	0	0	0
4	37	39	105	0	0	0
5	36	34	94	0	1	1
6	33	32	97	0	0	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading						
	Lang. Arts						
	Math						
			Not Open 97/98				
5	Reading						
	Lang. Arts						
	Math						
6	Reading						
	Lang. Arts						
	Math						

* Indicates Significant Difference in Means at .05 level.

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Williwaw School Overview

Statement of Program

Williwaw provides the standard District program of instruction K-6. To meet the needs of students and those expressed by parents, the instructional program is traditionally oriented stressing student acquisition of basic skills for life-long learning, remediation in study skills, reading/language arts and mathematics, with appropriate emphasis given to the human services of nurturing, protecting, and guiding children while at school.

Administrative, teaching, and support staff are fully cognizant of District and unit goals and objectives and are dedicated to providing students with the highest quality educational services, by seeking continuing personal and professional growth and supporting colleagues in their same efforts.

Students—focus on individual needs, abilities and interests to aid each child in learning. Community—school and community together address, define, and solve educational problems. Society—develop attitudes productive of better mutual understanding in a multicultural society. Professionals—dedication to personal and professional growth and cooperation with colleagues.

SCHOOL GOALS

Goal	Level of Achievement
READING: -increase use of reading behaviors and strategies to increase reading comprehension for students in grades 1 - 6 who have attended Williwaw for the majority of the school year as determined by the key indicators.	Partially Attained
MATH: Students in grades 3, 4, 5, 6, who have attended Williwaw the majority of the school year will demonstrate increased skills in math problem solving and computation.	Partially Attained
Students in grades 3-6 who have attended Williwaw for the majority of the year will increase spelling skills/strategies.	Partially Attained
PARENT INVOLVEMENT & COMMUNITY PARTNERSHIPS - Continue Positive Parent Involvement and add one additional Business Partnership.	Partially Attained
Writing: Students in Grades K-6 who have attended Williwaw the majority of the school year will demonstrate increased writing skills.	Partially Attained

BUDGET*

1997-98 Expenditures	$2,176,105
1998-99 Budgeted Amount	$2,247,539
1999-00 Adopted Budget	$2,119,463

*Dollars budgeted or expended are general fund only.

Williwaw School Overview

School Report Card Statement

Williwaw Elementary School **Patricia Schwenker**

The 1998/1999 school year was our fourth year in our new school building with our student population at 550 students. Two relocatables are used to accommodate our Bilingual and Title 1 Programs. Despite a large population, the school/staff/students and parents coped very well. The Project Achieve and Resolving Conflict Creatively Program was an important part of the school wide discipline program. The school was safe and the classroom environment well managed for student learning. However, large numbers of students in grades four and five added to teacher/student stress level. The Project Achieve Grant ended last year and parent volunteers were extremely low do to no compensation from the grant for the volunteers.

The Williwaw School Community continues to be a rich and diverse population served by a positive and committed teaching staff, a dedicated PTA Executive Board, Business Partnerships, parent volunteers, and community groups. Not the following: DARE with and Anchorage Police officer teaching in grades 5 and 6; Big Brother/Sister Mentor program for our students; CASTLES grant to encourage career awareness for students; school wide technology planning and course work; emphasis on multicultural programs/assemblies/artists in residence to celebrate pride and information on many of our cultures and ongoing staff development on effective teaching strategies and practices. A Parent Literacy Room will be added to share reading/writing skills and strategies with parents.

Our school goals: reading comprehension, math computation/problem solving, and parent involvement and community partnerships were reviewed and completed by end of the 1998/99 school year. Reading, math, and spelling/writing need continued emphasis. The majority of the teaching staff attempted First Steps reading throughout the 98/99 school year and the staff attempted to implement the developmental continuum along with increased emphasis on researched based effective teaching practices and strategies. Our Title VI grant, Linking Literacy Assessment and Practices, will support First Steps efforts.

Williwaw School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
562	114%	114	14	140

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
511.8	547.1	93.5%

CLASSROOM GROUPS	20 and below	21 to 30	31+
Primary	12	3	-
Intermediate	9	9	-
Combination	1	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.5
Classroom Teachers	30.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	5.5	Indian Education Tutor/Counselor	.8
Music Teachers	1.2	Title I Tutor/TA	1.0
Art Teachers	.6	Title I Parent Worker	6.0
Physical Education Teachers	1.3	Teacher Assistants/Aides	2.0
Bilingual Teachers	1.0	Clerical Support Staff	1.875
Counselors	1.0	Custodians	3.0
Nurses	.85		

Special Programs: Bilingual Ed., Full-Day Kindergarten, Indian Ed., Title I, Counselors, Breakfast program

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Williwaw School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
162	71	185	96	49	401	563
28.77%	12.61%	32.86%	17.05%	8.70%	71.23%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	562	381	67%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	1	0	0	0	0	1
Percent Not Promoted	0%	1.2%	0%	0%	0%	0%	.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
562	38	65	69	40	212	37.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	225	115	89	56	176	661
% in One Sch.	69.78%	71.30%	60.67%	64.29%	76.14%	70.05%
% in Same Sch.	57.78%	60.00%	58.43%	55.36%	65.91%	60.21%

Williwaw School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	32	45	24	32
	No.	63	61	69	70
Reading Comprehension	%ile	40	45	33	42
	No.	63	61	69	70
Total Reading	**%ile**	**36**	**46**	**27**	**36**
	No.	63	61	69	70
Language Mechanics	%ile	22	52	44	52
	No.	63	61	69	70
Language Expression	%ile	29	46	32	44
	No.	63	61	69	70
Total Language	**%ile**	**24**	**48**	**35**	**46**
	No.	63	61	69	70
Math Computation	%ile	37	71	43	68
	No.	63	61	69	70
Math Concepts and Applications	%ile	38	60	40	58
	No.	63	60	69	70
Total Mathematics	**%ile**	**36**	**66**	**41**	**62**
	No.	63	60	69	70
Total Battery	**%ile**	**29**	**53**	**33**	**47**
	No.	63	60	69	70
Word Analysis	%ile	27			
	No.	63			
Study Skills	%ile		55	31	43
	No.		60	69	70
Spelling	%ile	31	52	25	37
	No.	63	61	69	70
Science	%ile	32	48	32	38
	No.	63	60	69	70
Social Studies	%ile	38	51	41	48
	No.	63	61	69	70

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	46	38	46	41	45
4	Total Lang. Arts	48	39	44	35	44
4	Total Mathematics	66	51	56	46	59
6	Total Reading	36	37	32	34	39
6	Total Lang. Arts	46	37	37	29	45
6	Total Mathematics	62	42	47	31	48

Williwaw School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	72	63	88	1	8	0
4	75	62	83	1	12	0
5	77	69	90	1	2	5
6	76	70	92	1	3	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	45	17.8	42.2	40	44	49
	Lang. Arts	44	18.2	22.7	59.1	39	53*
	Math	44	9.1	25.0	65.9	45	73*
5	Reading	47	46.8	36.2	17.0	39	31*
	Lang. Arts	43	27.9	39.5	32.6	39	39
	Math	47	48.9	36.2	14.9	55	43*
6	Reading	54	24.1	35.2	40.7	36	40
	Lang. Arts	53	18.9	54.7	26.4	48	52
	Math	55	14.5	32.7	52.7	49	67*

* Indicates Significant Difference in Means at .05 level.

Table 182

Willow Crest School Overview

Statement of Program

Willow Crest Elementary School is a neighborhood school that provides a complete kindergarten through sixth grade program serving the central Spenard and Windemere sections of Anchorage. In addition to the K-6 classroom teachers, there are art, physical education, and music instructors, as well as a librarian to support a well-rounded education for our students.

To support the individual learning needs of students at Willow Crest, we have staff to meet Special Education needs, a Bilingual Learning Center, Title I staff that focus on reading, language arts and math instruction, an Indian Education tutor and Migrant Education services through a Family Literacy Center. Willow Crest has in place a technology plan to enhance our ability to integrate technology into all curriculum areas.

Willow Crest offers a comprehensive educational program designed to meet the individual academic needs of students, as well as foster the social-emotional development of each child. There is a strong working relationship with the Willow Crest PTA, parents, and community.

SCHOOL GOALS

Goal	Level of Achievement
Students in Grades K-6 will improve their reading skills, as shown through pre and post testing on targeted students (from Title I, Underachieving Schools Grant and/or the K-3 Reading Plan) and an increase in California Achievement Tests scores for all students in grades four through six. Third graders being tested for the first time will score at the 50th percentile or greater.	Partially Attained
Targeted Title I students in grades 1st through 6th will improve their writing and spelling skills, as shown through pre and post testing. All students in grades 4 through 6 will show an increase on the Spelling Subtest of the California Achievement Tests. Third graders being tested for the first time will score at the 50th percentile or greater.	Partially Attained
Expand current use of technology to better meet the educational needs of students.	Attained
Increase parent involvement.	Partially Attained
Continue implementation of school wide discipline plan and social skills program to reduce number of referrals to the office.	Attained

BUDGET*

1997-98 Expenditures	$1,627,971
1998-99 Budgeted Amount	$1,663,404
1999-00 Adopted Budget	$1,774,983

*Dollars budgeted or expended are general fund only.

Willow Crest School Overview

School Report Card Statement

Willow Crest Elementary School **Teri Regan**

Willow Crest is a strong school community supported by a committed staff, a strong PTA and a diverse student population. The community continued with 5 very demanding goals in the areas of reading, spelling, technology, school-wide discipline and parent involvement. This community was successful in making significant progress in all areas, but believe these goals provide a well-rounded focus for supporting the continued growth of all students.

There was significant effort put into continued development of our reading program. The Kindergarten through 3rd grade teachers continued their work associated with our K-3 Reading Plan. Two to four days of training was provided for K-3 classroom teachers and special education, bilingual and Title I teachers as well. The training they received was excellent. Eight members of our teaching staff had the opportunity to attend a one-day workshop that addressed the reading needs of struggling readers in grades 3 through 5. The Accelerated Reader Program was implemented and 50 students were honored for their active participation. We also continued with the Reading is Fundamental Program that is coordinated by the PTA. We had 3 book "give-aways" this year in grades K-6. We also added a Family Reading Night that was very successful.

Willow Crest completed its first year as a Title I school. The community worked together to develop a schoolwide plan and will be a Schoolwide Title I school for the 99-00 school year. We also successfully submitted a Comprehensive School Reform Development grant proposal to support our current initiatives as well as provide training for the implementation of the First Steps process. We will begin First Steps writing training in August.

Willow Crest was one of ten schools learning about and implementing Kagan's Cooperative Learning Model through a staff development opportunity called "The Structure of the Month. The instructional strategies learned support academic, as well as, social skill development all of our students.

Technology was focused on formally this year. Additional computers were purchased with the support of PTA and a school improvement grant. One of our teachers taught a 3-credit class that met every Tuesday and 1 Saturday throughout the school year. Teachers were exposed to many ideas for integrating technology into the curriculum. We also got a web sight up and running. With the support of Title I funds, Willow Crest will have a full time instructional technology teacher.

We made significant gains in schoolwide discipline when looking at the number of students who were referred to the office for disciplinary action. I contribute these gains to a consistent schoolwide discipline plan, Project Achieve and the Skill of the Month, and Kagan's Cooperative Learning strategies.

Willow Crest is a community that is firmly grounded in provided great learning opportunities for students. We have staff that understand the diverse learning needs of our students and a very strong PTA that actively supports the staff in providing quality programs for students and their families.

Willow Crest School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
540	104%	79	2	128

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
482.4	520.4	92.7%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	14	-
Intermediate	-	6	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	23.5	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	3.0	Indian Education Tutor/Counselor	.5
Music Teachers	1.0	Clerical Support Staff	1.625
Art Teachers	.65	Custodians	2.5
Physical Education Teachers	1.0		
Bilingual Teachers	1.0		
Nurses	.75		

Special Programs: Bilingual Ed., Breakfast Program , Children in Transition, Computer Labs, Indian Ed., Migrant Ed., Underachieving Schools Grant, Title I

Willow Crest School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
248	33	100	98	57	288	536
46.27%	6.16%	18.66%	18.28%	10.63%	53.73%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	540	291	53%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	4	1	0	0	0	0	5
Percent Not Promoted	4.7%	1.3%	0%	0%	0%	0%	1.1%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
540	73	47	103	85	308	57.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	127	124	45	71	298	665
% in One Sch.	55.12%	71.77%	51.11%	52.11%	72.15%	65.26%
% in Same Sch.	49.61%	47.58%	33.33%	42.25%	57.05%	50.68%

Willow Crest School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	40	52	28	40
	No.	75	58	66	52
Reading Comprehension	%ile	43	44	37	59
	No.	73	58	66	52
Total Reading	**%ile**	**42**	**48**	**33**	**49**
	No.	73	58	66	52
Language Mechanics	%ile	36	60	58	66
	No.	75	59	66	52
Language Expression	%ile	49	49	46	50
	No.	74	59	66	52
Total Language	**%ile**	**41**	**54**	**52**	**57**
	No.	74	59	66	52
Math Computation	%ile	47	53	34	58
	No.	74	58	66	53
Math Concepts and Applications	%ile	40	63	47	63
	No.	74	58	66	53
Total Mathematics	**%ile**	**43**	**60**	**40**	**59**
	No.	73	58	66	53
Total Battery	**%ile**	**42**	**54**	**41**	**55**
	No.	71	57	66	52
Word Analysis	%ile	35			
	No.	75			
Study Skills	%ile		64	43	56
	No.		57	66	52
Spelling	%ile	38	56	42	48
	No.	75	58	66	52
Science	%ile	42	57	35	50
	No.	75	57	66	52
Social Studies	%ile	42	47	47	51
	No.	74	57	66	52

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	48	43	46	57	51
4	Total Lang. Arts	54	47	44	44	54
4	Total Mathematics	60	55	56	50	56
6	Total Reading	49	50	32	60	49
6	Total Lang. Arts	57	58	37	63	52
6	Total Mathematics	59	62	47	55	46

Willow Crest School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	81	75	93	1	3	2
4	64	59	92	1	2	2
5	75	66	88	0	6	3
6	60	53	88	1	4	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	39	28.2	30.8	41.0	52	51
	Lang. Arts	40	20.0	35.0	45.0	53	61*
	Math	40	40.0	17.5	42.5	60	59
5	Reading	46	32.6	43.5	23.9	46	41
	Lang. Arts	46	13.0	52.5	34.8	50	58*
	Math	46	47.8	39.1	13.0	56	45*
6	Reading	28	21.4	46.4	32.1	59	61
	Lang. Arts	28	32.1	50.0	17.9	75	69
	Math	28	17.9	46.4	35.7	65	69

* Indicates Significant Difference in Means at .05 level.

Table 183

Wonder Park School Overview

Statement of Program

Wonder Park Elementary offers a comprehensive K-6 program of instruction. In addition to the regular course of study, we also have a special education department, a bilingual learning center, an Indian education tutor, a counselor, and a technology support teacher.

The recipient of several grants, Wonder park offers an after-school club program, a school to career focus integrated into the curriculum, and smaller class sizes in our primary grades.

Our focus is to instill in our students a love of learning, respect for themselves and each other, and a healthy sense of community.

SCHOOL GOALS

Goal	Level of Achievement
Increase positive community relations. Establish several community-based safety programs e.g. Neighborhood Watch and the Parent Network. Offer several Family/Know your Neighbor Nights for our community throughout the year, to develop a sense that Wonder Park is a part of this neighborhood and that the folks who live in this area are a part of Wonder Park.	Attained
Students will increase their spelling ability in grades 1-6.	Attained
Students will demonstrate improved writing skills using the ASD's standard rubric.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,832,994
1998-99 Budgeted Amount	$1,955,584
1999-00 Adopted Budget	$2,052,104

*Dollars budgeted or expended are general fund only.

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Wonder Park School Overview

School Report Card Statement

Wonder Park Elementary School **Susan Okeson**

Through the support of our local community, Wonder Park achieved its community relations goal. Vandalism to the building has decreased, a neighborhood watch program was established, several parent nights were offered, and a parent network was organized. Wonder park's spelling scores and writing skills improved and increased due to a renewed philosophy, focus, and effort regarding written expression.

Wonder Park School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
512	116%	96	20	109

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
470.4	510.7	92.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	7	8	-
Intermediate	-	5	-
Combination	-	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	2.25
Classroom Teachers	24.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	5.0	Indian Education Tutor/Counselor	.5
Music Teachers	1.0	Title I Tutor/TA	2.0
Art Teachers	.6	Teacher Assistants/Aides	2.0
Physical Education Teachers	1.0	Clerical Support Staff	1.625
Gifted Teachers	1.0	Custodians	3.0
Counselors	1.0		
Nurses	.8		

Special Programs: Full-Day Kindergarten, Indian Ed., Title I, Gifted Sites, Counselors, Computer labs, Breakfast Program

Wonder Park School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
203	93	117	64	41	315	518
39.19%	17.95%	22.59%	12.36%	7.92%	60.81%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	512	343	66%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	2	1	0	0	0	0	3
Percent Not Promoted	2.7%	1.2%	0%	0%	0%	0%	.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
512	74	45	102	69	290	56.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	160	78	112	52	232	634
% in One Sch.	58.13%	67.95%	67.86%	65.38%	70.69%	66.25%
% in Same Sch.	46.25%	48.72%	52.68%	46.15%	54.74%	50.79%

Wonder Park School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	37	31	33	26
	No.	76	55	70	52
Reading Comprehension	%ile	42	28	38	42
	No.	76	55	70	52
Total Reading	**%ile**	**39**	**30**	**35**	**33**
	No.	76	54	70	52
Language Mechanics	%ile	25	40	53	47
	No.	77	54	70	51
Language Expression	%ile	35	31	40	42
	No.	76	55	70	52
Total Language	**%ile**	**28**	**35**	**46**	**44**
	No.	76	54	70	51
Math Computation	%ile	30	38	41	48
	No.	79	54	70	52
Math Concepts and Applications	%ile	41	36	42	45
	No.	80	55	70	52
Total Mathematics	**%ile**	**36**	**37**	**41**	**45**
	No.	79	54	70	52
Total Battery	**%ile**	**33**	**34**	**41**	**39**
	No.	76	51	70	51
Word Analysis	%ile	32			
	No.	78			
Study Skills	%ile		37	40	39
	No.		55	70	52
Spelling	%ile	37	40	30	32
	No.	77	56	70	52
Science	%ile	32	32	31	33
	No.	74	55	70	52
Social Studies	%ile	42	23	45	38
	No.	73	55	67	52

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	30	47	48	51	35
4	Total Lang. Arts	35	45	38	42	29
4	Total Mathematics	37	43	40	45	31
6	Total Reading	33	46	31	35	44
6	Total Lang. Arts	44	56	43	30	43
6	Total Mathematics	45	60	36	44	46

Wonder Park School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	86	81	94	1	2	2
4	60	56	93	0	4	0
5	78	70	90	0	2	6
6	54	52	96	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	33	39.4	39.4	21.2	40	39
	Lang. Arts	35	17.1	31.4	51.4	29	41*
	Math	36	44.4	22.2	33.3	41	42
5	Reading	48	35.4	41.7	22.9	48	41
	Lang. Arts	46	23.9	32.6	43.5	45	54*
	Math	48	31.3	33.3	35.4	43	43
6	Reading	31	19.4	51.6	29.0	32	35
	Lang. Arts	30	43.3	40.0	16.7	55	49
	Math	31	48.4	29.0	22.6	60	49*

* Indicates Significant Difference in Means at .05 level.

Table 184

Gladys Wood School Overview

Statement of Program

Gladys Wood Elementary provides a complete instructional program in kindergarten through grade 6 with a half-day kindergarten program. The instructional staff includes K-6 classroom teachers, special education resource teachers, a librarian, a music teacher and a physical education teacher. Support services are available in art, band, orchestra, Indian education, bilingual, psychology, speech, physical and occupational therapy, and the gifted program.

The educational program at Gladys Wood focuses on developing a sound mastery of the basic skills in reading, writing, and math. We focus on implementing the ASD curriculum in all academic subject areas using a variety of teaching styles and techniques to accommodate the wide variety of differences in student abilities and aptitudes. We also offer education in art, music, PE, and computer technology. There is a strong extracurricular activity program which works to promote a sense of community and encourage positive life skills and choices involving parents, community members, and school/business partners.

SCHOOL GOALS

Goal	Level of Achievement
Students will demonstrate measurable improvement in independent reading levels between Fall and Spring.	Attained
Students will continue to demonstrate measurable improvement in spelling high priority list words between Fall and Spring.	Attained
Students and teachers will continue to work on improving student decorum at Gladys Wood.	Not Attained

BUDGET*

1997-98 Expenditures	$1,835,014
1998-99 Budgeted Amount	$1,768,828
1999-00 Adopted Budget	$1,718,404

*Dollars budgeted or expended are general fund only.

Glayds Wood School Overview

School Report Card Statement

Wood, Gladys Elementary School **Gene Janigo**

Goal 1

- Students will demonstrate measurable improvement in independent reading levels between Fall and Spring.

As decided by staff & community, we focused on continuing our goal from last year to improve student reading levels. Last year we used the STAR assessment as our only test to measure for improvement. This year we required all teachers to use the STAR and one other assessment. All teachers used at least 2 assessments and shared results with parents at both Fall & Spring parent-teacher conferences. We were very successful this year as we had an average of 1.3 years of growth occur overall with all students. Our focus this year included some other endeavors which continued and/or evolved throughout the year. We continued our Title VI Grant focusing on reading and expanding our Accelerated Reader Program. We were very successful with increasing use of this program as library circulation increased substantially, an AR school store was developed and used for motivation, and we held our first OAR Reading Awards Assembly honoring readers with certificates, medals, and trophies. Out staff and PTA expanded on the Read-In day theme to a Read-a-thon day in which staff, PTA, and students designed a special day of reading related activities in conjunction with a fundraiser. It was overwhelmingly successful, both as a fundraiser and a day to celebrate reading with new plans for next year already in the making. The staff worked to improve their knowledge in reading skill acquisition taking a class called "First Steps" which focuses on reading instruction, assessment, and plotting on a developmental continuum. The primary staff worked hard to develop a special bookroom with reading & instructional materials to help support reading instruction to all levels of readers in a typical classroom. It is now reported to us by our district experts to be one of the best in the district at this time.

Goal 2

- Students will continue to demonstrate measurable improvement in spelling high priority list words between Fall and Spring.

Gladys Wood continued to focus on the School Board goal of improving spelling district-wide. We again kept our focus on high priority words according to grade level. These are the words most frequently in conversation and student writing thus important for writing. We continued our pre and post assessments at each grade level and reported results to students and parents at Fall and Spring parent-teacher conferences. Overall average improvement was highest in primary grades and lower in intermediate. Intermediate students as a whole did better on their pre-tests than primary students which left less room for improvement. As a school we had an average improvement of 14% which was 2% better than last year. Teachers continued to focus on a balanced spelling program using high priority words, words from their programs such as Sight and Sounds and Making Words in both classroom instruction and homework assignments. Standardized test assessments were used throughout the year to help students apply proofreading skills which are assessed on the CAT 5 assessment for grades 3-6.

Goal 3

- Students and teachers will continue to work on improving student decorum at Gladys Wood.

This goal was viewed as very important by both staff and community. It was again a continuation from last year as we were only partially successful. We wrote a total of 256 negative behavior referrals last year. This year our goal was to have a significant decrease in the number of referrals. We have not been successful at this goal as we currently written 296 negative referrals. We again have used Project Achieve and RCCP programs in the classrooms as our main preventive education component. We call this program the Gladys Wood-Social Skills Program. We also started a Peer Helpers program for 5th and 6th graders run by members of our Special Ed Team. We also continued our focus on providing students with a wide variety of before and after school activities as a way to help encourage positive choices. We are recognizing more students at Gladys Wood this year who have significant behavioral concerns. It has impacted our school and we have worked hard to help these students. We all recognize our efforts need to continue in this area as we must try new and different ideas to work with students on anger management and decision making skills.

Glayds Wood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
523	104%	91	20	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
506.3	532.9	95.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	2	10	-
Intermediate	-	8	-
Combination	-	2	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	20.5	Bilingual Tutors	2.0
Librarians	1.0	Indian Education Tutor/Counselor	.5
Special Education Teachers	3.0	Clerical Support Staff	1.875
Music Teachers	1.0	Custodians	2.5
Art Teachers	.5		
Physical Education Teachers	1.0		
Nurses	.8		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Glayds Wood School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
370	27	74	38	14	153	523
70.75%	5.16%	14.15%	7.27%	2.68%	29.25%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	523	140	26%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
523	41	27	41	41	150	28.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	97	42	34	16	416	605
% in One Sch.	67.01%	83.33%	70.59%	81.25%	81.49%	78.68%
% in Same Sch.	56.70%	50.00%	58.82%	75.00%	66.35%	63.47%

Gladys Wood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6
Reading Vocabulary	%ile	65	50	56	56
	No.	69	57	84	82
Reading Comprehension	%ile	65	48	58	65
	No.	69	57	84	82
Total Reading	%ile	**65**	**49**	**58**	**62**
	No.	69	57	84	82
Language Mechanics	%ile	43	47	70	76
	No.	69	57	84	82
Language Expression	%ile	63	51	61	67
	No.	69	57	85	82
Total Language	%ile	**54**	**47**	**66**	**73**
	No.	69	57	84	82
Math Computation	%ile	57	48	56	79
	No.	69	57	84	82
Math Concepts and Applications	%ile	63	54	65	75
	No.	69	56	84	82
Total Mathematics	%ile	**62**	**52**	**62**	**77**
	No.	69	56	84	82
Total Battery	%ile	**62**	**49**	**65**	**72**
	No.	69	56	84	82
Word Analysis	%ile	63			
	No.	69			
Study Skills	%ile		59	59	64
	No.		56	84	82
Spelling	%ile	50	53	52	54
	No.	69	57	84	82
Science	%ile	65	46	46	63
	No.	69	57	84	82
Social Studies	%ile	58	38	59	66
	No.	69	57	84	82

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	49	60	59	67	53
4	Total Lang. Arts	47	64	65	71	61
4	Total Mathematics	52	80	67	53	59
6	Total Reading	62	65	60	55	45
6	Total Lang. Arts	73	74	66	64	51
6	Total Mathematics	77	70	52	60	50

Gladys Wood School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	74	69	93	1	3	1
4	59	57	97	2	0	0
5	93	84	90	2	3	4
6	84	82	98	0	1	1

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	35	31.4	31.4	37.1	59	55
	Lang. Arts	34	20.6	44.1	35.3	50	52
	Math	35	20.0	40.0	40.0	49	55
5	Reading	65	30.8	46.2	23.1	62	62
	Lang. Arts	65	24.6	43.1	32.3	65	70
	Math	65	60.0	32.3	7.7	81	65*
6	Reading	67	22.4	38.8	38.8	61	67
	Lang. Arts	67	29.9	37.3	32.8	77	76
	Math	67	17.9	32.8	49.3	69	80*

* Indicates Significant Difference in Means at .05 level.

Table 185

Central School of Science Overview

Statement of Program

Central Middle School of Science infuses science and technology throughout all curricular areas through interdisciplinary teams of teachers and students. It is the goal of Central Middle School of Science to provide an instructional program which is on the cutting edge of technology; teachers involved in ongoing training in the most current educational and technological techniques; and self-motivated students who will become responsible adults and lifelong learners. High academic expectations and high standards for students' behavior are characteristics of Central's program.

SCHOOL GOALS

Goal	Level of Achievement
To implement the Community of Caring Program at Central Middle School of Science. The Community of Caring emphasizes five themes: Trust, Respect, Responsibility, Family and Caring. The Community of Caring Program uses the strategies of family involvement, teaching across the curriculum, service learning and teen forums to help teach the five themes.	Attained
To increase the math computation skills of our students.	Attained
All staff should continue to learn, share and incorporate technology in all curricular areas and acquire a baseline level of proficiency.	Partially Attained
To increase students' spelling skills and their awareness of the importance of spelling.	Not Attained

BUDGET*

1997-98 Expenditures	$3,272,483
1998-99 Budgeted Amount	$3,536,298
1999-00 Adopted Budget	$3,408,488

*Dollars budgeted or expended are general fund only.

Central School of Science Overview

School Report Card Statement

Central Middle School of Science **Keith Taton**

The 1998-99 school year was an outstanding year at Central Middle School of Science. We are very proud of our accomplishments this year. The following are a few of the highlights:

- In June 1998, nine staff member, including the principal and assistant principal, took part in Community of Caring training in San Diego.
- In August 1998, initiated a school-wide in-service at Central for Community of Caring which included staff members from Mears, Romig, Goldenview, Wendler, Hanshew, Kenai High School and Dimond.
- Initiated Community of Caring Parent Night and Spring Transition Night with guest speakers from the Anchorage Community Police Offers, Assets, Parent Advisory Committee, and high school counselors.
- Monthly meetings for Community of Caring Team consisting of parents, students, staff and business partners. The group planned activities throughout the year.
- Central was involved in a number of school-wide and team "We Care" activities. Major activities included "Pennies for Penniless" and "Canned Food Drive."
- Developed a school-wide Crisis Plan and addressed safety concerns at a higher level throughout the year. Mrs. Repp and the committee did a great job with the plan.
- A total of 5 new business partners were added this year.
- Six Teen Forums involving more than 150 students were held on the following topics: family, school, community, blended families, sibling issues, TDY, and adjusting to a new school and friends.

Central staff and students won the following major awards this year:

- Esther Perman. Prudential Spirit of Youth. Central is the only school in the nation to have won the award more than two times. Central has won the award three years in a row.
- Nine Central students were winners in the Science Fair.
- Teacher Gail Coray selected as the 1998 Alaska Presidential Award winner for Excellence in Math and Science.

Central School of Science Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
786	85%	135	65	67

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
709.3	757.5	93.6%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
English	6	24	5
Mathematics	4	13	10
Science	2	22	9
Social Studies	0	17	9

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	1.0
Classroom Teachers	38.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutors	1.0
Special Education Teachers	4.0	Clerical Support Staff	6.0
Gifted Teachers	.5	Custodians	5.0
Counselors	2.5		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Central School of Science Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
460	124	91	58	48	321	781
58.90%	15.88%	11.65%	7.43%	6.15%	41.10%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Middle Level	786	256	32%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	11	4	15
Percent Not Promoted	2.8%	1.2%	2.0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
786	128	108	55	30	321	40.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	108	68	154	56	506	892
% in One Sch.	62.96%	75.00%	68.83%	67.86%	79.05%	74.33%
% in Same Sch.	37.04%	33.82%	30.52%	35.71%	36.17%	35.09%

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Central School of Science
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	56	60
	No.	378	328
Reading Comprehension	%ile	65	68
	No.	378	327
Total Reading	%ile	**62**	**67**
	No.	378	327
Language Mechanics	%ile	67	63
	No.	377	327
Language Expression	%ile	53	54
	No.	377	327
Total Language	%ile	**61**	**59**
	No.	377	327
Math Computation	%ile	63	56
	No.	374	323
Math Concepts and Applications	%ile	64	74
	No.	374	323
Total Mathematics	%ile	**65**	**65**
	No.	373	323
Total Battery	%ile	**64**	**66**
	No.	372	322
Study Skills	%ile	60	51
	No.	375	324
Spelling	%ile	53	52
	No.	378	327
Science	%ile	60	79
	No.	374	324
Social Studies	%ile	64	62
	No.	375	324

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	62	66	68	68	55
7	Total Lang. Arts	61	65	67	63	N/A
7	Total Mathematics	65	63	69	67	55
8	Total Reading	67	67	67	68	53
8	Total Lang. Arts	59	58	65	64	56
8	Total Mathematics	65	61	64	62	47

Central School of Science
Achievement Profile

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	397	378	95	2	7	0
8	345	328	95	4	6	7

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	295	28.1	40.0	31.9	63	64
	Lang. Arts	293	34.1	41.3	24.6	66	63*
	Math	291	37.5	37.8	24.7	71	67*
8	Reading	245	28.6	41.6	29.8	70	71
	Lang. Arts	245	41.6	38.8	19.6	69	62*
	Math	241	22.0	47.7	30.3	67	69*

* Indicates Significant Difference in Means at .05 level.

Table 186

Clark Middle School Overview

Statement of Program

Clark Middle School serves grades seven and eight. The school is organized around a middle school flexible block model of delivery. Students take four core subjects, two electives and a physical education course. The staff includes a traditional team staffing pattern, special education collaborators and resource teachers, Indian Education tutors, Chapter I staff, and various other support personnel from within the District. Clark is committed to providing students in its attendance area the basic curriculum which includes math, science, language arts, social studies, physical education and an elective. In addition, gifted programs are offered in math science, and language arts through a team delivery model.

SCHOOL GOALS

Goal	Level of Achievement
Clark Middle School will enter into a five-year plan, with the 1998/99 school year being the first year. During the five years, the goal will be to raise our school's test average to the national average of 50%.	Partially Attained
Student achievement in spelling will increase both on standardized tests and through improvement of proficiency.	Attained
Clark Middle School will increase the level of positive family and community participation in our school and in the educational process of the students.	Partially Attained
Clark Middle School students will increase their basic independent reading skills and reading proficiency.	Partially Attained
Clark Middle School will develop a comprehensive set of safety and emergency plans for students and staff, to include a preventive program as well as an incentive program to reduce incidents and extent of violence in our school.	Attained

BUDGET*	
1997-98 Expenditures	$3,505,020
1998-99 Budgeted Amount	$3,463,747
1999-00 Adopted Budget	$3,579,911

*Dollars budgeted or expended are general fund only.

Clark Middle School Overview

School Report Card Statement

Clark Middle School **Sheri Stears**

Clark Middle School made significant progress in accomplishing the goals we have set for ourselves as a school. Input from students, staff, parents, and community was very positive and encouraging. Comments and evaluations indicated that all groups appear to view the school year as successful, with students improving academically, the school becoming a safe and welcoming place to be, parents and community becoming more involved, and staff morale improving.

Improving our students' academic success was a major goal area for Clark Middle School. Three specific goals addressed improving achievement. Statistical improvement on C.A.T. scores was made in all three areas, and attitude toward success and improvement also grew dramatically. Reading was a focus of scheduling this year, with all Teams offering at least one Reading lab per team, and with increased use of reading in the content areas. Out of our reading focus and success, grew the desire for even more emphasis on Reading, which will be reflected in next year's schedule. Perhaps most significant in our C.A.T. results is the improvement our 8th graders made from their 7th grade year. In reading, they increased from 39% to 45%. In spelling they increased from 35% to 42%. The program we have and the dedication of the staff are working to help our students achieve.

Also of major importance to students, staff, and parents was school safety. From the first day of school, our goal was working towards a violence-free school. Numerous incentives and prevention's were implemented and were very successful. Input from all groups was that this school year was much safer and much more peaceful than last year. Morale was high, and students, staff, and parents indicated their satisfaction with the year.

Parent and community involvement continues to improve at Clark. Parents are very supportive of their students when there is an activity involved and will frequently be involved in parent/teacher conferences. Continued work must be done to encourage parents to take a more active role in the school by taking part in committees, volunteering in the school, and offering input into decision-making. Our numerous School Business Partnerships must continue to be utilized as the outstanding resources they are. Increased utilization of the C.A.S.T.L.E.S. grant will also give student more school to work experience and involvement in the community.

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Clark Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
820	89%	168	20	201

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
735.9	790.4	93.1%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
English	9	24	0
Mathematics	6	23	2
Science	3	29	3
Social Studies	8	23	0

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	10.0
Classroom Teachers	37.8	Title I Coordinators	1.0
Librarians	1.0	Indian Education Tutor/Counselor	1.0
Bilingual Teachers	3.0	Bilingual Tutors	3.0
Special Education Teachers	11.0	Title I Tutor/TA	7.0
Gifted Teachers	.4	Clerical Support Staff	5.0
Counselors	3.0	Custodians	6.0
Nurses	1.0		

Special Programs: Alaska School for the Deaf, Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site, Title I

Clark Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
280	145	206	143	45	539	819
34.19%	17.70%	25.15%	17.46%	5.49%	65.81%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	820	495	60%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	46	53	99
Percent Not Promoted	10.8%	16.4%	13.3%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
820	102	138	78	55	373	45.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	241	172	154	54	319	940
% in One Sch.	58.51%	73.26%	77.27%	77.78%	72.10%	70.00%
% in Same Sch.	28.22%	33.72%	39.61%	31.48%	34.17%	33.30%

Clark Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	35	44
	No.	402	305
Reading Comprehension	%ile	44	43
	No.	401	305
Total Reading	**%ile**	**40**	**44**
	No.	401	305
Language Mechanics	%ile	50	44
	No.	402	304
Language Expression	%ile	28	31
	No.	400	303
Total Language	**%ile**	**37**	**36**
	No.	400	303
Math Computation	%ile	52	36
	No.	400	298
Math Concepts and Applications	%ile	43	53
	No.	400	298
Total Mathematics	**%ile**	**48**	**43**
	No.	400	298
Total Battery	**%ile**	**40**	**41**
	No.	391	295
Study Skills	%ile	41	29
	No.	399	299
Spelling	%ile	37	42
	No.	401	305
Science	%ile	43	56
	No.	398	299
Social Studies	%ile	47	40
	No.	399	297

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	40	39	42	42	46
7	Total Lang. Arts	37	35	33	32	N/A
7	Total Mathematics	48	47	50	45	46
8	Total Reading	44	41	42	46	44
8	Total Lang. Arts	36	35	36	39	46
8	Total Mathematics	43	42	43	43	41

Clark Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	436	408	94	4	23	1
8	329	307	93	1	9	12

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	315	18.7	41.0	40.3	38	44*
	Lang. Arts	315	38.1	39.4	22.5	45	40*
	Math	315	38.3	33.3	38.4	48	51*
8	Reading	235	20.4	32.8	46.8	39	48*
	Lang. Arts	232	26.3	43.1	30.6	37	39
	Math	230	26.5	45.7	27.8	46	47

* Indicates Significant Difference in Means at .05 level.

Table 187

Goldenview Middle School Overview

Statement of Program

Goldenview Middle School serves grades seven and eight. Goldenview's mission is to strive for academic excellence, to unleash creative expression, to nurture personal character, and to support a sense of community, The curricula at Goldenview include math, science, language arts, social studies, physical education, and elective offerings – both traditional and middle school alternative in scope. Services for gifted, learning-disabled, and intensive needs special education students are provided. Goldenview uses a middle school delivery model that is founded on the common middle school components to teaming, exploration, flexible scheduling, attention to the developmental needs of middle school students, and transitioning between division levels.

SCHOOL GOALS

Goal	Level of Achievement
Since we live in a state with constant seismic activity, are surrounded by primarily forested land, and are experiencing increased violence in schools, we run a high risk of having to deal with a disaster of major proportions while in school. It has consequently become very important to have in place a school wide disaster plan to handle these and other emergencies. Therefore, we will develop an emergency preparedness plan.	Attained
Students in 7th and 8th grade tend to lose the level of interest in reading for pleasure they had in elementary school. We will develop a plan to help them maintain and even increase their desire to read for recreational purposes.	Partially Attained
Goldenview is blessed with an advanced, multifaceted technology. Making it accessible and usable for all staff and students is a goal of ours.	Partially Attained
Having a varied and healthy vocabulary is important for not only preparing students for life after public school but is an integral part of college entrance exams. We would like to make vocabulary development and improvement part of every curricular area, not just language arts.	Partially Attained
Improving spelling skills is a goal of our school district in K-12 classrooms. It is our goal to make improvements in spelling a goal of all our curricular areas, not just language arts.	Attained

BUDGET*

1997-98 Expenditures	$3,552,329
1998-99 Budgeted Amount	$3,559,444
1999-00 Adopted Budget	$3,736,765

*Dollars budgeted or expended are general fund only.

Goldenview Middle School Overview

School Report Card Statement

Goldenview Middle School **Connie Bensler**

Goldenview Middle School's second year of operation was even more successful than its first. We began to develop a school personality which I hope will continue in the direction it has started. We are a serious place of educational goals and priorities. Our students were recognized again and again for achievement in academic excellence. Our test scores were the highest in the district. We maintained an atmosphere of decorum that was friendly but firm in expectations and outcomes. Our athletic and music departments excelled internally and at events that were district-wide. We had several teachers who were recognized for their outstanding abilities both in and out of the classroom.

In looking toward the future, I would reflect upon out goals this year and make some adjustments. Our crisis plan is finished but still needs some fine tuning. We had several drills which revealed some weak areas that need to be bolstered. We will purchase disaster barrel supplies and distribute them this next year.

We will continue to encourage students to read for pleasure. This won't be a formal goal but will be a part of our weekly routine.

Our technology continues to be a major challenge for both staff and students, and we will continue to make facets of it part of our goal making process.

Vocabulary and spelling will continue to be part of the overall academic emphasis along with reading in the content area.

Thankfully, a school is a dynamic place with constant opportunities for growth and development. Having only two years with our students limits our ability to judge some of the success of our efforts but we will continue to strive for excellence and be a place of high achievement and success for all our students.

Goldenview Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
875	83%	271	172	12

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
805.4	862.6	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	0	22	7
Mathematics	1	19	10
Science	0	19	10
Social Studies	0	16	13

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	5.0
Classroom Teachers	39.6	Bilingual Tutor	.45
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	5.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.6		
Nurses	1.0		
Special Programs: Bilingual Ed., Intensive needs site			

Goldenview Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
773	17	46	20	19	102	875
88.34%	1.94%	5.26%	2.29%	2.17%	11.66%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	875	53	6%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	49	24	73
Percent Not Promoted	11.2%	5.8%	8.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
875	47	43	28	22	140	16.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	54	21	18	20	804	917
% in One Sch.	74.07%	85.71%	77.78%	90.00%	89.93%	88.66%
% in Same Sch.	35.19%	47.62%	55.56%	45.00%	43.16%	43.08%

Goldenview Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	71	76
	No.	423	403
Reading Comprehension	%ile	78	76
	No.	423	403
Total Reading	**%ile**	**77**	**78**
	No.	423	403
Language Mechanics	%ile	75	76
	No.	422	404
Language Expression	%ile	69	71
	No.	421	404
Total Language	**%ile**	**74**	**74**
	No.	421	404
Math Computation	%ile	67	64
	No.	428	399
Math Concepts and Applications	%ile	80	86
	No.	428	399
Total Mathematics	**%ile**	**75**	**77**
	No.	428	399
Total Battery	**%ile**	**77**	**80**
	No.	420	398
Study Skills	%ile	70	66
	No.	428	399
Spelling	%ile	60	58
	No.	422	404
Science	%ile	78	89
	No.	428	400
Social Studies	%ile	76	77
	No.	428	400

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	77	78	N/A	N/A	N/A
7	Total Lang. Arts	74	73	N/A	N/A	N/A
7	Total Mathematics	75	77	N/A	N/A	N/A
8	Total Reading	78	79	N/A	N/A	N/A
8	Total Lang. Arts	74	72	N/A	N/A	N/A
8	Total Mathematics	77	75	N/A	N/A	N/A

Goldenview Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	432	429	99	0	8	3
8	408	404	99	0	1	3

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	363	24.8	37.5	37.7	74	77*
	Lang. Arts	359	33.7	40.9	25.3	77	76
	Math	368	41.0	38.9	20.1	81	76*
8	Reading	369	29.8	41.8	28.4	79	78
	Lang. Arts	369	31.9	42.8	25.3	77	75
	Math	362	32.0	47.2	20.8	80	77*

* Indicates Significant Difference in Means at .05 level.

Table 188

Gruening Middle School Overview

Statement of Program

Ernest Gruening Middle School will provide its 7th and 8th grade students instruction in language arts, social studies, math, science, health and physical education. Options for involvement in remedial and enriched course work are provided in language arts, math and science; exploratory opportunities in computers, music, industrial arts, arts and crafts and foreign language are also provided. Development of basic skills in traditional academic areas is stressed. Students will be provided opportunities to increase their awareness of career and leisure time activities. A full range of junior high club, intramural and interscholastic activities are made available to students on an extracurricular basis.

In addition to the standard program, the school will develop unit level plans to improve instruction and achievement in all basic skills areas. Computer assisted instruction will be incorporated into each curricular area. Development of positive student attitude, self-worth, and behavior will be a major focus toward improved school climate. Articulation with the feeder elementary schools and the high school will be emphasized as will increased communication with the parents and the community. A parent volunteer program will provide assistance in curricular and co-curricular areas.

SCHOOL GOALS

Goal	Level of Achievement
The goal of Gruening Middle School is to improve school performance in reading and written language so that reading comprehension, spelling, language mechanics, and language expression improve by 3%ile points as measured by the Spring administration of the California Achievement Test.	Partially Attained
The Goal of Gruening Middle School is to jointly develop a new master schedule so that the number for student failing two or more classes declines by 10%, student attendance (ADA) will improve 2%, composite achievement test scores will improve by 3 %ile points, and 90 % of parents surveyed express satisfaction with the instructional program.	Partially Attained
The goal of Gruening Middle School is to improve communication between the school and the home so that parent volunteers in the school increase by 10% each year through the year 2004 and the number of parents who agree they are kept reasonably well informed about student progress will increase by 10% each year through the year 2004.	Attained

BUDGET*

1997-98 Expenditures	$2,973,412
1998-99 Budgeted Amount	$2,909,005
1999-00 Adopted Budget	$2,893,675

*Dollars budgeted or expended are general fund only.

Gruening Middle School Overview

School Report Card Statement

Gruening Middle School **Jim Hughes**

The 1998-99 school year was one of transition for staff, students, and parents due to the change in administration. Tremendous efforts were made to build greater trust with teachers, parents, students, and community. Resultant to the efforts was increased focus on client satisfaction, greater willingness to work with parents, and ten-fold growth in our PTSA membership. Additionally, school-wide effort to improve relations with our feeder schools and Chugiak High School resulted in greater communication in all areas.

The campus steering committee was resurrected; however, the steering committee did not function at the level anticipated due to several years of inactivity, lack of clearly defined roles, and fuzzy operating procedures. During the 1999-2000 school year, the steering committee will be re-named, re-defined, and clearly focused on its vision and mission. The committee will have defined ground rules in the areas of decision making, responsibilities, and level of authority. The committee will again have parent members and will add student members. The focus of the steering committee will be to improve student learning.

The GMS theme for the new millennium will be "Reaching for the Summit." This is consistent with our teams being named after Alaskan mountains. We will "Reach for the Summit" in our efforts to improve reading/language development, assessment, team/school-wide thematic instruction, and school safety and security.

Gruening Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
605	71%	131	85	4

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
567.5	606.2	93.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	11	8
Mathematics	2	11	9
Science	0	10	13
Social Studies	1	8	11

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	28.0	Bilingual Tutor	.19
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	5.5	Custodians	6.0
Gifted Teachers	.8		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Community School, Migrant Ed., Special Ed. Intensive Service Site

Gruening Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
545 89.79%	9 1.48%	26 4.28%	12 1.98%	15 2.47%	62 10.21%	607

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	605	50	8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	27	22	49
Percent Not Promoted	9.2%	7.1%	8.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
605	62	35	14	15	126	20.8%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	31	13	9	16	578	647
% in One Sch.	67.74%	92.31%	100.00%	93.75%	87.72%	87.17%
% in Same Sch.	54.84%	38.46%	33.33%	43.75%	42.91%	43.28%

Gruening Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	68	72
	No.	283	301
Reading Comprehension	%ile	71	68
	No.	283	301
Total Reading	**%ile**	**71**	**72**
	No.	283	301
Language Mechanics	%ile	76	63
	No.	282	298
Language Expression	%ile	61	62
	No.	282	298
Total Language	**%ile**	**70**	**63**
	No.	282	297
Math Computation	%ile	64	50
	No.	283	298
Math Concepts and Applications	%ile	74	82
	No.	283	298
Total Mathematics	**%ile**	**71**	**67**
	No.	283	298
Total Battery	**%ile**	**72**	**70**
	No.	280	292
Study Skills	%ile	67	56
	No.	283	301
Spelling	%ile	56	51
	No.	282	299
Science	%ile	73	82
	No.	282	297
Social Studies	%ile	74	72
	No.	284	299

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	71	70	71	73	62
7	Total Lang. Arts	70	63	66	64	N/A
7	Total Mathematics	71	68	72	68	65
8	Total Reading	72	71	72	73	66
8	Total Lang. Arts	63	64	60	60	72
8	Total Mathematics	67	70	70	65	64

Gruening Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	291	284	98	0	2	5
8	310	305	98	0	1	4

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	246	33.3	40.2	26.4	73	72
	Lang. Arts	245	46.9	32.7	20.4	79	70*
	Math	245	40.0	40.4	19.6	76	71*
8	Reading	244	20.9	45.5	33.6	72	74
	Lang. Arts	242	33.5	38.8	27.7	66	63
	Math	241	28.6	48.5	22.8	68	67

* Indicates Significant Difference in Means at .05 level.

Table 189

Hanshew Middle School Overview

Statement of Program

We believe each student is a valued individual with unique physical, social, emotional and intellectual needs. Because all children learn, achieve, and succeed in different ways, the staff of Hanshew Middle School advocates high expectations and is dedicated to providing a supportive and challenging learning environment. Opportunities for success will be provided through instruction and experience in core subjects, physical education, and electives as well as higher level thinking skills, problem solving, wellness, self-control and responsible behavior.

Although desire to learn begins with self, we believe that educating children is a shared responsibility where everyone is actively engaged in learning. Our school is a place where everyone is actively engaged in learning. Our school is a place where positive relations and mutual respect among students, staff, parents and the community create and maintain a healthy nurturing and vital learning environment which supports and develops the human worth and dignity in each of us.

Students will encounter a future with unique opportunities and challenges as they live and work in a rapidly changing, complex society. Our goal is to prepare lifelong learners, who will become literate, self-disciplined, independent and confident individuals who take pride in themselves, communicate effectively and who make positive contributions to society.

SCHOOL GOALS

Goal	Level of Achievement
HMS will increase literacy skills for all students in two ways: a) the development of a pilot reading program for students who score below the 40th %tile on the CAT in reading vocabulary. & reading comprehension; b) the development of a school wide recreational reading program.	Attained
HMS will attempt to increase academic success with students who have not demonstrated academic success or positive school achievement in the past.	Attained
Students will increase their spelling skills through a variety of activities developed by the Hanshew Staff.	Attained

BUDGET*

1997-98 Expenditures	$4,171,876
1998-99 Budgeted Amount	$3,982,758
1999-00 Adopted Budget	$3,814,622

*Dollars budgeted or expended are general fund only.

Hanshew Middle School Overview

School Report Card Statement

Hanshew Middle School **Sherry Ellers**

Hanshew Middle School has had a very good year this 1998-99 school year. We have adjusted to our diverse population, downsizing, and transitional period the year before. Our PSTA and parent group has been very supportive and helped in many school and team activities.

Reading has been a big focus for our school. Continuing from last year, we as a staff and parent group have been concerned with reading skills for all of our students. After much discussion, curriculum reviewing and planning, we have decided that there is a need to incorporate specific reading skill instruction into our school wide curriculum. Identified are necessary reading skills which are not specifically addressed in the present curriculum areas. To implement this undertaking, all 7th graders will be in a full year reading class taught by their core teachers. The 8th graders will have a semester of reading opposite their health class. These classes also being taught by core teachers. Hanshew's reading committee has put together curriculum materials and guidelines for all of the classes. Additional materials are being ordered to help with the program. Most of our teachers have gone through a three day reading training through the CRISS program and additional teachers are being trained in August. Our fall in-service days are also designated to the reading program.

Harassment has been another school wide focus for Hanshew this year. We have used the "Hurting or Flirting" video and curriculum with all of the student teams. The PTSA has joined with the effort and sponsored a parents' night for the viewing and discussion. We showed the video at open house and have copies available for parents or interested individuals to check out. Along with this program, Hanshew is also involved with the Character Counts program. Again this is a joint effort with the parent group. The PTSA paid to train a staff person as a trainer of trainers, hopefully to help not only at Hanshew but also the feeder elementary schools. This program will be continued and expanded upon for the coming school year.

The ASSIST team had it's first year and overall success. This is a two-person team designed for students who have not had academic success in the past. We ended with about a 50% success rate. The highlight of the program was the involvement with the Municipality of Anchorage. Every Tuesday the MOA would provide transportation and extra staff to help take the team into the community for work experiences, job visitations, and/or educational opportunities. This weekly excursion appeared to have a big impact on the students' attitudes towards their own education.

Hanshew Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
912	86%	213	91	82

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
839.5	906.3	92.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	7	29	2
Mathematics	1	27	4
Science	1	31	6
Social Studies	1	37	4

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	.75
Classroom Teachers	41.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	7.6	Clerical Support Staff	6.0
Bilingual Teacher	6.5	Custodians	6.0
Gifted Teachers	.2		
Counselors	4.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

Hanshew Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
636	59	98	85	37	279	915
69.51%	6.45%	10.71%	9.29%	4.04%	30.49%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	912	158	17%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	66	24	90
Percent Not Promoted	14.6%	5.5%	10.1%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
912	68	73	47	42	230	25.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	118	93	70	40	684	1,005
% in One Sch.	70.34%	84.95%	68.57%	80.00%	83.77%	81.09%
% in Same Sch.	38.14%	45.16%	24.29%	37.50%	41.08%	39.80%

Hanshew Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	58	58
	No.	423	409
Reading Comprehension	%ile	62	62
	No.	423	407
Total Reading	**%ile**	**62**	**61**
	No.	423	407
Language Mechanics	%ile	64	59
	No.	426	401
Language Expression	%ile	54	54
	No.	426	402
Total Language	**%ile**	**59**	**56**
	No.	426	401
Math Computation	%ile	58	49
	No.	419	402
Math Concepts and Applications	%ile	66	73
	No.	419	405
Total Mathematics	**%ile**	**63**	**61**
	No.	419	402
Total Battery	**%ile**	**63**	**61**
	No.	401	383
Study Skills	%ile	59	47
	No.	422	409
Spelling	%ile	44	47
	No.	427	401
Science	%ile	66	78
	No.	425	400
Social Studies	%ile	72	67
	No.	419	404

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	62	59	69	69	65
7	Total Lang. Arts	59	56	65	63	N/A
7	Total Mathematics	63	64	70	67	72
8	Total Reading	61	61	67	67	63
8	Total Lang. Arts	56	60	63	61	66
8	Total Mathematics	61	60	64	67	65

Hanshew Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	463	439	95	1	1	22
8	439	416	95	9	5	6

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	383	23.5	42.6	33.9	60	63*
	Lang. Arts	384	38.3	35.9	25.8	66	61*
	Math	380	31.1	43.9	25.0	65	64
8	Reading	334	25.4	44.0	30.5	62	62
	Lang. Arts	324	30.6	38.6	30.9	60	60
	Math	323	31.0	49.5	19.5	67	63

* Indicates Significant Difference in Means at .05 level.

Table 190

Mears Middle School Overview

Statement of Program

Mears Middle School provides its 7th and 8th grade students with seven instructional periods. All students are enrolled in five required academic courses and two elective course. Options for involvement in remedial and gifted course work are provided in language arts, science, and mathematics. Exploratory opportunities are provided in the areas of computers, arts/crafts, industrial arts, home economics, business, foreign language, and music.

Although development of basic skills in traditional academic areas is emphasized, students are encouraged and provided opportunities to increase their awareness of career and leisure time activities. Intramural, interscholastic, and club activities are available to all junior high students on an extracurricular basis.

Positive student decorum and daily attendance are stressed. Through these efforts communication with parents will increase.

SCHOOL GOALS

Goal	Level of Achievement
Students will be given multiple opportunities to read while attending Mears.	Partially Attained
Improvement in spelling will occur for Mears students. Emphasis will be placed on words appropriate and relevant to the Middle School environment.	Partially Attained
Through enforcement of the truancy policy and implementation of the Resolving Conflict Creatively Program student attendance will be improved.	Attained
Increase the number and/or refine current interdisciplinary units between Math, Science, Social Studies and Language Arts. Within these core areas we will infuse technology whenever possible.	Attained

BUDGET*

1997-98 Expenditures	$4,155,301
1998-99 Budgeted Amount	$4,207,770
1999-00 Adopted Budget	$3,939,318

*Dollars budgeted or expended are general fund only.

Mears Middle School Overview

School Report Card Statement

Mears Middle School **Georgia Taton**

This school year has been an exciting, rewarding and successful one for Mears. We had a complete change in administration, new Safety Security Home School Coordinators, a new registrar and attendance secretary, several new to the building teachers, and three new to the profession teachers. These changes in personnel brought energy, new ideas and a sense of renewal to this facility. The staff welcomed us with open arms, parents gave us support and encouragement and the students went about the business of learning, making us all feel right at home.

We continued to travel down the path of becoming a fully functional Middle School. Teams worked hard to integrate curriculum, use common planning time effectively, and coordinate team based activities and field trips. The building felt much more connected as teams learned to block schedule in advance, letting the office know where they were at all times. We saw a concrete change on our third fire drill when kids met outside as teams and roll was taken in half the normal time. This proved to be valuable as we had a real fire drill in March, where all students were accounted for quickly and were able to reenter the building within 10 minutes.

We also saw a reduction in school violence this year based on proactive mediation of conflict, the connectedness provided to kids by being part of a team, and an awareness by staff and most students that conflict did not need to lead to physical aggression. The addition of a second Safety Security Home School Coordinator helped in this area as well. We also saw a reduction of fights at lunchtime by over half.

There was a rise in Average Daily Attendance this year. This is based partly on increased communication to parents from the school, a fostering of support by teams, and a return to a strong truancy policy that prevents kids from continuing truant behavior.

Our school goals reflected the district goals and incorporated spelling, reading, and technology.

Mears Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
966	95%	265	137	102

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
898.4	961.5	93.4%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	2	26	4
Mathematics	0	23	10
Science	1	25	14
Social Studies	1	25	7

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	6.375
Classroom Teachers	47.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	8.0	Clerical Support Staff	7.0
Bilingual Teachers	1.0	Custodians	6.0
Gifted Teachers	.4		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., Special Ed. Intensive Service Site

Mears Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
676	37	90	132	35	294	970
69.69%	3.81%	9.28%	13.61%	3.61%	30.31%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	966	144	14%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT			
Grade Repeated	7	8	Total
Number Not Promoted	1	4	5
Percent Not Promoted	.2%	.8%	.5%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
966	75	84	45	44	248	25.7%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	103	146	45	37	731	1,062
% in One Sch.	71.84%	81.51%	73.33%	89.19%	84.27%	82.39%
% in Same Sch.	36.89%	41.78%	33.33%	48.65%	43.09%	42.09%

Mears Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	60	66
	No.	458	462
Reading Comprehension	%ile	62	67
	No.	458	463
Total Reading	**%ile**	**62**	**68**
	No.	458	462
Language Mechanics	%ile	66	69
	No.	459	462
Language Expression	%ile	50	55
	No.	459	462
Total Language	**%ile**	**58**	**63**
	No.	459	462
Math Computation	%ile	66	64
	No.	457	458
Math Concepts and Applications	%ile	64	79
	No.	457	458
Total Mathematics	**%ile**	**66**	**72**
	No.	457	458
Total Battery	**%ile**	**63**	**71**
	No.	456	452
Study Skills	%ile	56	56
	No.	456	460
Spelling	%ile	47	49
	No.	459	462
Science	%ile	63	82
	No.	455	459
Social Studies	%ile	66	67
	No.	455	459

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	62	65	63	64	59
7	Total Lang. Arts	58	67	60	57	N/A
7	Total Mathematics	66	73	69	67	58
8	Total Reading	68	67	65	60	60
8	Total Lang. Arts	63	65	61	51	63
8	Total Mathematics	72	70	71	63	61

Mears Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	471	459	97	0	0	12
8	475	468	99	1	0	6

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	404	22.8	39.1	38.1	58	62*
	Lang. Arts	403	37.0	40.4	22.6	66	60*
	Math	402	32.6	40.5	26.9	69	67
8	Reading	395	24.3	41.0	34.7	67	70*
	Lang. Arts	396	36.9	39.4	23.7	70	65*
	Math	389	29.6	49.4	21.1	75	75

* Indicates Significant Difference in Means at .05 level.

Table 191

Romig Middle School Overview

Statement of Program

Romig Middle school supports the mission of the Anchorage School District by providing an environment which allows students to develop to their highest potential and become productive citizens in an ever-changing, diverse society. All programs are designed to teach students fundamental skills as well as provide relevant exploratory activities for life and career planning. Enrichment and gifted classes are provided in language arts, science, and mathematics. Intramural, interscholastic, and club activities are available to all middle school students on an extracurricular basis.

We believe:
All students are entitled to a safe and supportive environment.
All students have the ability to learn at different rates and in varying styles.
Respecting and valuing individual and cultural diversity foster a spirit of community.
The family is the primary influence in the development of the individual.
The staff is responsible to help students develop cognitively, socially and emotionally.
Students share the responsibility for learning.

SCHOOL GOALS

Goal	Level of Achievement
To improve the academic performance of students in reading.	Attained
To increase the spelling and vocabulary percentile of students by 3 percentile as measured by the California Achievement Tests.	Attained
To begin the Performance-Based Accreditation process for Romig's 10 year, comprehensive review.	Attained
To improve students' performance by successfully implementing middle school strategies.	Attained

BUDGET*

1997-98 Expenditures	$3,392,085
1998-99 Budgeted Amount	$3,461,288
1999-00 Adopted Budget	$3,494,909

*Dollars budgeted or expended are general fund only.

Romig Middle School Overview

School Report Card Statement

Romig Middle School **Sophia Masewicz**

All school goals were successfully accomplished this year. Two targeted academic areas were reading and math. Students showed significant improvements in these areas according to the California Achievement Tests. The two reading programs had a positive impact on students' academic performance.

The Formula Three Reading Program addressed individual student reading deficiencies and it improved spelling, vocabulary, and reading comprehension skills of students.

The Accelerated Readers' Program is designed to create enjoyment for reading and to provide students with the best of adolescent literature. Students are encouraged to read. On most middle school teams, a percentage of the student's quarterly grade was determined by the number of books read. Parents ran the Accelerated Readers' Store and students looked forward to redeeming their reading points for prizes in the store.

The CAT5 Building Summary indicated that 7th grade students improved their Total Reading Performance by 2 percentile points, their Reading Comprehension by 3 percentile points, and their Total Battery of tests by 3 percentile points over last year's performance. In math, 7th grade students showed the most significant improvement, Math Computation increased by 6 percentile points, Math Concepts and Application improved by 4 percentile points, and Total Math showed an improvement of 5 percentile points.

8th Grade students improved their Total Reading performance by 7 percentile points, their Reading Comprehension by 6 percentile points, and their Total Battery of tests by 5 percentile points. The Total Battery for math remained the same for 8th grade students.

Each team had an Excel Math Class, a support class that provided assistance and remediation in math. Students were assigned to this class.

The staff is in the process of conducting a comprehensive review for Northwest Accreditation over the next school year of programs, instructional practices, and curricula. An action plan will be developed for continued improvements.

Romig Middle School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
781	74%	190	88	108

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
695.7	754.0	92.2%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	1	22	5
Mathematics	4	20	4
Science	6	25	4
Social Studies	2	18	7

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	3.0
Classroom Teachers	34.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	1.0
Special Education Teachers	8.0	Clerical Support Staff	6.0
Bilingual Teacher	2.0	Custodians	5.25
Gifted Teachers	.4		
Counselors	2.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed., School-Within-A-School

Romig Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
415	63	117	123	58	361	776
53.48%	8.12%	15.08%	15.85%	7.47%	46.52%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	781	233	29%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	76	37	113
Percent Not Promoted	20.2%	10.5%	15.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
781	85	93	62	44	284	36.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	135	131	72	67	455	860
% in One Sch.	62.22%	80.92%	65.28%	70.15%	82.20%	76.51%
% in Same Sch.	31.11%	39.69%	43.06%	35.82%	39.12%	38.02%

Romig Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	55	60
	No.	351	334
Reading Comprehension	%ile	61	63
	No.	351	334
Total Reading	**%ile**	**60**	**63**
	No.	351	334
Language Mechanics	%ile	67	64
	No.	350	334
Language Expression	%ile	51	55
	No.	352	334
Total Language	**%ile**	**60**	**60**
	No.	350	334
Math Computation	%ile	68	59
	No.	353	327
Math Concepts and Applications	%ile	65	73
	No.	354	327
Total Mathematics	**%ile**	**68**	**66**
	No.	353	327
Total Battery	**%ile**	**63**	**66**
	No.	345	324
Study Skills	%ile	55	52
	No.	354	327
Spelling	%ile	50	56
	No.	352	335
Science	%ile	65	81
	No.	353	327
Social Studies	%ile	64	62
	No.	351	327

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	60	58	57	57	50
7	Total Lang. Arts	60	58	58	51	N/A
7	Total Mathematics	68	63	59	61	53
8	Total Reading	63	56	56	54	55
8	Total Lang. Arts	60	57	55	49	62
8	Total Mathematics	66	64	62	59	56

Romig Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	369	359	97	0	7	3
8	353	338	96	6	7	2

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
7	Reading	302	25.2	41.4	33.4	60	62
	Lang. Arts	299	30.8	41.1	28.1	64	63
	Math	299	29.1	40.8	30.1	70	71
8	Reading	256	24.6	44.5	30.9	64	66
	Lang. Arts	256	29.3	44.5	26.2	65	63
	Math	255	27.5	40.0	32.5	67	68

* Indicates Significant Difference in Means at .05 level.

Table 192

Wendler Middle School Overview

Statement of Program
Wendler provides instruction for grades seven and eight. Students are provided seven class opportunities a day, all incorporated into a flexible middle school schedule. Two elective opportunities are available. Wendler is committed to the middle school characteristics of teaming, interdisciplinary instruction, affective education, exploration, flexible scheduling, and transition efforts. Gifted and Special Education services are provided through a collaborative and individually grouped process, depending upon needs and individual educational plans.

SCHOOL GOALS	
Goal	**Level of Achievement**
To increase practical application and accountability for spelling across the curriculum.	Partially Attained
To improve mathematical computation scores on CAT.	Partially Attained
To improve student and staff access to technology. (e-mail, Internet access, hardware, software, voice mail, etc.) (Continue to implement the 5-year technology plan).	Attained
To clearly define the components of our school wide affective education program.	Attained

BUDGET*	
1997-98 Expenditures	$3,886,360
1998-99 Budgeted Amount	$3,990,603
1999-00 Adopted Budget	$4,115,904

*Dollars budgeted or expended are general fund only.

Wendler Middle School Overview

School Report Card Statement

Wendler Middle School **Margo Bellamy**

A collaborative process was again used to plan and implement this year's goals. This process included interested parents, business partners, students and the entire Wendler staff. The steering committee was established in early August and met monthly until April. For each of our four goals, a subcommittee was established. All staff were required to actively participate on one or more of the subcommittees. Each subcommittee was responsible for the planning and implementation of all activities related to each goal and was responsible for submitting a final report to the steering committee.

To heighten awareness and increase understanding of our goals, we implemented a variety of 'attention-getting' strategies. Strategies such as posters, monthly newsletter articles and school wide announcements gave continuous and current information on School Report Card Goal Status.

In addition to the above strategies, we increased the kind and frequency of Report Card Goal related activities. These activities were participatory in nature and were designed to include staff, students and parents. One such activity, the "Problem Of The Month", was sponsored by the Math School Report Card Committee and provided math computation practice. Students, staff and teachers competed for the opportunity to earn prizes. These activities were all very successful and helped to focus attention to our goals and to increase interest and participation in activities that were aimed at meeting these goals. Another activity, "No Excuse Spelling List", was posted throughout the school, published in the newsletter, given to all students and provided as a handout at every school function.

Net Day was a roaring success! We accomplished much more than we thought possible. Support from students, staff, business partners and the Anchorage community was outstanding

Wendler Middle School Characteristics

SCHOOL MEMBERSHIP

September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
964	95%	212	69	63

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
870.9	946.8	91.9%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
English	6	23	7
Mathematics	4	17	12
Science	3	19	18
Social Studies	0	16	15

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	2.25
Classroom Teachers	45.0	Indian Education Tutor/Counselor	.5
Librarians	1.0	Bilingual Tutor	1.5
Special Education Teachers	9.0	Clerical Support Staff	6.0
Bilingual Teachers	1.0	Custodians	5.5
Gifted Teachers	.2		
Counselors	3.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Wendler Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
598	126	130	59	49	364	962
62.16%	13.10%	13.51%	6.13%	5.09%	37.84%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	964	235	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	7	8	Total
Number Not Promoted	49	24	73
Percent Not Promoted	9.7%	5.6%	7.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
964	63	76	73	59	271	28.1%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	157	61	143	56	649	1,066
% in One Sch.	69.43%	91.80%	77.62%	78.57%	83.20%	80.68%
% in Same Sch.	36.31%	37.70%	30.07%	26.79%	38.67%	36.49%

Wendler Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	52	58
	No.	488	418
Reading Comprehension	%ile	63	60
	No.	488	417
Total Reading	**%ile**	**59**	**60**
	No.	488	417
Language Mechanics	%ile	64	56
	No.	487	415
Language Expression	%ile	52	54
	No.	488	418
Total Language	**%ile**	**58**	**55**
	No.	487	414
Math Computation	%ile	58	44
	No.	488	417
Math Concepts and Applications	%ile	61	67
	No.	488	417
Total Mathematics	**%ile**	**61**	**56**
	No.	488	416
Total Battery	**%ile**	**60**	**59**
	No.	487	412
Study Skills	%ile	54	44
	No.	488	416
Spelling	%ile	50	43
	No.	488	417
Science	%ile	59	77
	No.	488	416
Social Studies	%ile	61	58
	No.	488	416

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
7	Total Reading	59	62	63	63	57
7	Total Lang. Arts	58	61	64	56	N/A
7	Total Mathematics	61	61	63	62	57
8	Total Reading	60	62	59	62	58
8	Total Lang. Arts	55	60	55	52	61
8	Total Mathematics	56	64	63	62	58

Wendler Middle School
Achievement Profile

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	509	488	96	0	6	15
8	433	419	97	1	3	10

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	434	23.5	40.3	36.2	57	61*
	Lang. Arts	431	36.0	32.9	31.1	63	61
	Math	427	34.4	35.1	30.4	65	63
8	Reading	348	32.5	42.8	24.7	65	63
	Lang. Arts	344	38.7	41.3	20.1	64	58*
	Math	344	32.8	49.4	17.7	64	58*

* Indicates Significant Difference in Means at .05 level.

Table 193

Bartlett High School Overview

Statement of Program

The Bartlett High School staff is committed to the total growth of the student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world community.

As a staff, we recognize that students differ and we attempt to provide programs which afford every individual an equal opportunity to an education tailored to his/her needs. The school bears the responsibility of fostering an atmosphere wherein the student is challenged to strive for excellence. Recognizing the student's basic dignity and worth, we attempt to supply each student with the physical and mental experiences and skills for gathering knowledge, solving problems, thinking critically, communicating and developing and clarifying values.

SCHOOL GOALS

Goal	Level of Achievement
To improve student success in the classroom as well as in the workplace by improving our technology and Internet capabilities.	Attained
Bartlett students and staff will promote and model a sense of family where compassion, empathy and genuine school spirit abound.	Attained
Bartlett will create the means to recognize and celebrate the variety of strengths and interests that make this school a welcoming place.	Partially Attained
Assess present plan and continue to develop a building plan to improve reading strategies through instruction in all content areas supported by an established site-based Reading Committee. Assess present plan and continue to identify strategies for addressing and comprehending non-fiction text and technical reading and writing in all academic disciplines.	Partially Attained
To increase faculty involvement in such issues and hiring, scheduling, curriculum and other issues within each department. Mentorships will be offered for each new faculty member.	Attained

BUDGET*

1997-98 Expenditures	$6,923,618
1998-99 Budgeted Amount	$7,168,803
1999-00 Adopted Budget	$7,601,698

*Dollars budgeted or expended are general fund only.

Bartlett High School Overview

School Report Card Statement

Bartlett High School **Lewis Sears**

Bartlett is one of six large, comprehensive high schools in the Anchorage area offering grades nine through twelve. Unique to Bartlett High School is a long tradition of caring and mutual support extended to students and staff members as noted by the All Northwest Accreditation Team in its February 23-24 , 1999, report. "Bartlett is a large place that feels small." Readily apparent to the Review Team were the camaraderie and good will between staff and students, regardless of academic discipline or position. The Anchorage School Board and the Superintendent lowered class size in core subjects to 25 students per class in grades nine and ten. More than 26 faculty numbers were hired.

The Review Team also noted, unique among high schools in the School District is the long-standing commitment to a rotating, block schedule. With 80-minute periods, teachers provide a calm learning environment during which they deliver engaging lessons and develop closer relationships with students than otherwise possible with a standard six-period day. Reduced activity in the hallways also minimizes the potential for disciplinary or safety issues.

"The High School Graduation Qualifying Exam has brought a new sense of seriousness to academics." The HSGQE eclipsed the goals selected by our School Improvement Team (SILT). The HSGQE has triggered widespread interest in the delivery of standards-based lessons, and this has translated into models, needs assessment surveys, and introductory video, and technical assistance for test administrators.

Much of Bartlett's populations lives on military installations. Our fundamental focus is to provide an environment in which every student can learn and achieve their highest growth potential through a quality instructional program. The school report card process continues to allow data from a variety of individuals throughout the school's educational community. Our school goals and action plan remain an expansive collaborative effort.

"Dedicated To The Pursuit Of Excellence" was established by our students and faculty as a schoolwide motto, and we remain true to that course.

Bartlett High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,881	81%	206	0	108

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,607.5	1,787.2	89.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	6	41	20
Mathematics	7	50	7
Science	0	51	7
Social Studies	5	48	16

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	9.3125
Classroom Teachers	61.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	13.0
Special Education Teachers	13.8	Custodians	11.0
Bilingual Teacher	1.0		
Gifted Teachers	4.0		
Counselors	4.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Migrant Ed., Special Ed. Intensive Service Site

Bartlett High School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1,069	340	185	185	97	807	1,876
56.98%	18.12%	9.86%	9.86%	5.17%	43.02%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	218	206	383	119	1,171	2,097
Final Dropouts	38	19	29	6	71	163
Percent Dropouts	17.4%	9.2%	7.6%	5.0%	6.1%	7.8%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,881	224	364	134	68	790	42.0%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	218	206	383	119	1,171	2,097
% in One Sch.	57.34%	69.90%	69.45%	67.23%	75.66%	71.58%
% in Same Sch.	44.04%	49.03%	49.09%	38.66%	54.91%	51.22%

Bartlett High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	**10**	**11**
Reading Vocabulary	%ile	44	52	53
	No.	503	395	336
Reading Comprehension	%ile	57	56	58
	No.	505	396	336
Total Reading	**%ile**	**52**	**55**	**56**
	No.	502	395	335
Language Mechanics	%ile	51	54	52
	No.	505	400	336
Language Expression	%ile	51	45	46
	No.	506	400	335
Total Language	**%ile**	**51**	**49**	**49**
	No.	505	400	335
Math Computation	%ile	58	53	56
	No.	505	400	334
Math Concepts and Applications	%ile	63	64	62
	No.	499	400	332
Total Mathematics	**%ile**	**60**	**58**	**60**
	No.	499	400	332
Total Battery	**%ile**	**57**	**57**	**56**
	No.	496	394	330
Study Skills	%ile	52	48	48
	No.	499	400	333
Spelling	%ile	48	47	47
	No.	506	399	337
Science	%ile	60	63	56
	No.	498	400	332
Social Studies	%ile	60	56	56
	No.	498	398	329

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	56	52	52	54	55
11	Total Lang. Arts	49	48	48	50	N/A
11	Total Mathematics	60	57	56	51	52

Bartlett High School
Achievement Profile

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	551	507	92	4	7	33
10	445	401	90	0	7	37
11	383	337	88	0	2	44

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT						
Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	286	270	253	263	298
SAT	Percent Tested	46.8%	47.8%	49.4%	43.6%	57.8%
	Verbal	503	522	506	512	451
	Math	499	510	492	499	505
ACT	Percent Tested	25.9%	20.7%	22.9%	25.1%	26.8%
	English	20.8	21.9	21.8	22.0	21.4
	Math	21.0	22.1	22.4	21.3	21.2

PROGRESS TOWARD GRADUATION				
	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.88	0.84	0.94	0.98
Mathematics	0.80	0.76	0.67	0.30
Science	0.85	0.79	0.76	0.33
Social Studies	0.86	0.87	0.88	0.97
Others	1.79	1.78	1.97	2.14
Total	5.17	5.04	5.23	4.73

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	415	36.6	38.8	24.6	58	54*
	Lang. Arts	415	26.0	43.1	30.8	53	53
	Math	410	23.4	42.2	34.4	59	63*
10	Reading	317	27.1	44.5	28.4	57	57
	Lang. Arts	321	37.4	39.9	22.7	56	51*
	Math	320	35.0	42.5	22.5	66	61*
11	Reading	272	40.8	39.0	20.2	64	59
	Lang. Arts	274	41.6	38.7	19.7	58	50*
	Math	270	37.4	41.9	20.7	67	62*

* Indicates Significant Difference in Means at .05 level.

Table 194

Chugiak High School Overview

Statement of Program

The staff at Chugiak High School is dedicated to the improvement of instruction and achievement for students in grades nine through twelve. Emphasis is placed on community service, increasing parent volunteers, and mastery of basic skills. Chugiak High offers students choices of team or block classes and the ability to earn credit during our networking lunches.

SCHOOL GOALS

Goal	Level of Achievement
Chugiak High School will encourage leadership skills, group cooperation, citizenship, and school and community involvement.	Attained
Chugiak High School will promote mastery in the area of language arts specifically with a focus on spelling.	Attained
Chugiak High School will promote and increase student, teacher and staff reading performance and enjoyment.	Partially Attained
Chugiak High School will practice inter-disciplinary activities among subject areas to promote and demonstrate synthesis of ideas.	Attained
Chugiak High School will continue to expand parent involvement opportunities in the school and increase personal interaction between parents, teachers and administration.	Attained

BUDGET*

1997-98 Expenditures	$7,397,428
1998-99 Budgeted Amount	$7,282,988
1999-00 Adopted Budget	$7,833,586

*Dollars budgeted or expended are general fund only.

Chugiak High School Overview

School Report Card Statement

Chugiak High School **Janet Christensen**

Chugiak High School has had another successful year in terms of achievements. Most of our school report card goals were attained with one being partially attained. We continued to implement our seven period day schedule with the expected expansion to eight periods next year to better utilize the facility and offer flexibility for students and staff.

Chugiak High School was one of four pilot high schools in the country to receive a grant to implement RCCP (reducing conflict creatively program) goals and develop a "peaceable high school." Many staff members including safety security, teachers, aides, and administrators took the RCCP training classes. The goals of RCCP were implemented in some curriculum areas and in the student service office. The dean of students worked collaboratively with the staff and peer mediators to reduce violence and conflict in the school. The first semester saw a dramatic decrease in suspensions for fighting.

Chugiak High School continues to focus on academic competitions. For the third consecutive year the Chugiak Mock Trial Team and the Chugiak Science Olympiad won state competition. Both teams went on to compete at the national level. Two students at the National Science Olympiad won first place in their events. The Chugiak Choir traveled to Boston and competed in an international competition. They won two gold medals, two silver medals, and a bronze medal. They are receiving requests to sing in Europe during the 1999-2000 school year.

The school to career committee continues to sponsor successful career days. Over 100 community speakers came to Chugiak to discuss their careers with students. Two additional school business partnerships were added at Chugiak this year by members of this committee. Valerie Ekberg's Russian class was featured in the Daily News for its involvement with school to careers and job relevancy.

Chugiak's restructuring efforts continued this year with the development of a master schedule that places all 9th and 10th graders on social studies-language arts teams for next year. Two administrators, several department chairs, and other teachers attended the national high school reform conference this year. They will be presenting information to the staff during the August 1999 inservice.

Chugiak High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,065	120%	219	0	7

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,855.5	1,987.8	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	4	34	18
Mathematics	4	36	8
Science	5	50	10
Social Studies	4	53	23

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	6.0
Classroom Teachers	79.2	Clerical Support Staff	12.0
Librarians	1.0	Custodians	10.0
Special Education Teachers	12.4		
Bilingual Teachers	.4		
Counselors	6.0		
Nurses	1.0		
Special Programs:			

Chugiak High School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1,780	57	112	56	57	282	2,062
86.32%	2.76%	5.43%	2.72%	2.76%	13.68%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	114	57	57	64	1,867	2,159
Final Dropouts	14	3	0	1	100	118
Percent Dropouts	12.3%	5.3%	0.0%	1.6%	5.4%	5.5%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,065	145	240	29	27	441	21.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	114	57	57	64	1,867	2,159
% in One Sch.	78.95%	91.23%	85.96%	87.50%	85.16%	85.09%
% in Same Sch.	55.26%	68.42%	71.93%	56.25%	64.54%	64.10%

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Chugiak High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	60	64	64
	No.	513	460	445
Reading Comprehension	%ile	71	72	67
	No.	514	460	444
Total Reading	**%ile**	**68**	**70**	**67**
	No.	513	460	444
Language Mechanics	%ile	62	61	62
	No.	514	460	445
Language Expression	%ile	65	63	59
	No.	514	460	446
Total Language	**%ile**	**63**	**63**	**61**
	No.	514	460	445
Math Computation	%ile	66	66	66
	No.	515	458	449
Math Concepts and Applications	%ile	79	77	72
	No.	515	458	449
Total Mathematics	**%ile**	**74**	**72**	**71**
	No.	515	458	449
Total Battery	**%ile**	**72**	**72**	**69**
	No.	513	458	444
Study Skills	%ile	67	59	59
	No.	515	457	449
Spelling	%ile	52	51	50
	No.	514	460	444
Science	%ile	73	74	63
	No.	514	459	449
Social Studies	%ile	72	70	67
	No.	514	459	448

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	67	70	64	66	66
11	Total Lang. Arts	61	60	57	59	N/A
11	Total Mathematics	71	71	69	69	67

Chugiak High School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	534	515	96	0	0	19
10	478	460	96	0	0	18
11	476	449	94	0	5	21

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	412	372	253	263	298
SAT	Percent Tested	70.1%	67.7%	47.8%	49.4%	43.6%
	Verbal	533	519	506	515	451
	Math	550	321	492	499	505
ACT	Percent Tested	30.8%	31.7%	22.9%	25.1%	26.8%
	English	23.8	22.8	21.8	22.2	21.4
	Math	25.4	25.0	22.4	21.3	21.2

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.82	0.90	0.98	1.01
Mathematics	0.87	0.88	0.75	0.44
Science	0.85	0.84	0.79	0.41
Social Studies	0.85	0.84	0.79	0.41
Others	1.89	1.89	1.77	2.02
Total	5.29	5.42	5.30	4.87

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	426	36.6	38.3	25.1	71	67*
	Lang. Arts	425	24.7	44.0	31.3	62	64*
	Math	422	20.4	42.9	36.7	70	75*
10	Reading	412	23.8	43.7	32.5	69	71
	Lang. Arts	412	32.3	42.0	25.7	65	63
	Math	411	30.2	48.9	20.9	75	73*
11	Reading	399	44.6	34.8	20.6	75	68*
	Lang. Arts	400	35.5	43.5	21.0	68	62*
	Math	402	32.1	47.8	20.1	75	71*

* Indicates Significant Difference in Means at .05 level.

Table 195

Dimond High School Overview

Statement of Program

Dimond is a senior high school serving the southwest part of the Anchorage area plus students from Girdwood.

Dimond is a comprehensive high school which offers a comprehensive curriculum to prepare students for life after graduation. Students may be prepared for colleges and universities, vocational and trade schools, and/or other occupations in the community when they graduate. Basic graduation courses are required in English, social studies, science, mathematics, physical education, and personal finance. Elective areas include business education, art, music, foreign language, industrial arts, and home economics. Classes are also available for special education, bilingual, remedial, honors, and advanced placement students. Elective courses are available in the basic areas as well. In addition, a wide range of activities, including athletics, are available to students.

SCHOOL GOALS

Goal	Level of Achievement
Dimond High School students and staff will improve their ability to spell words correctly, their ability to select and use homonyms, and to comprehend, use and spell technical vocabulary encountered in specific content areas.	Partially Attained
Dimond High School will comprehensively examine our school organization and ways to restructure to attain maximum instructional effectiveness.	Attained
A thorough analysis of the technology needs of our school and a plan to integrate technology into curricular areas will be completed.	Attained

BUDGET*

1997-98 Expenditures	$7,418,640
1998-99 Budgeted Amount	$7,412,176
1999-00 Adopted Budget	$7,927,593

*Dollars budgeted or expended are general fund only.

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Dimond High School Overview

School Report Card Statement

Dimond High School **Guy Okada**

In July a committee of parents, students and teachers was assembled to begin the process for the design of the replacement building for Dimond High. In meetings held over several days, the Design Committee met with the architects and consultants and a preliminary design was achieved which incorporated the culture of the present school and the needs of staff and students in a flexible arrangement. The schematic design that emerged from the Design Committee's input was well received by the school and community. Throughout the fall and winter, the principal and P.T.S.A. met with various community groups and arranged tours of the facility to demonstrate the need for a replacement building. The bond package was approved in April and the Dimond Design Committee will meet in July and through the fall to refine the building design.

Dimond, and other Anchorage high schools, received a substantial increase in human and capital resources from the district. A full-time technology coordinator, a counselor, a safety security officer and a secretary were added to the staff this year. Six additional teachers were allocated to lower the class size in 9th and 10th grade core-classes to 25 students or fewer. A new computer lab in A-7 and a mini-lab in the library were added which allowed more classes and students access to the Internet for classroom projects and research.

In the spring a NetDay was done at Dimond which resulted in the wiring of the buildings H, D, C and part of E and the placement of communication reality centers in several locations which, when connected, will provide direct classroom access to the Internet and the District intranet. NetDay involved over a hundred student, staff, parent and community volunteers.

A reaccredidation Committee made up of staff members and a Reaccredidation Review Committee made up of educational leaders and community members were established at the start of the year to begin the process of the 10-year Northwest reaccredidation process. A faculty facilitator, Dave Harrington, led the process of evaluating the educational program at Dimond High School and initiating a plan for school improvement. Specific outcomes based on state performance standards were selected through an inclusive process of staff involvement and input and a plan of action will be developed in the second year.

Several faculty members were recognized for their outstanding achievements. Bob Roses was the B.P. Teacher of the Year, Dave Harrington was runner-up for Alaska Teacher of the Year, Susan Derrera won the Anchorage Daily News Creative Writing Contest.

Many students were recognized for their achievement throughout the year. National Merit Semi-Finalists were Rebecca Lipke and Daniel Reeves. Matt Moon was the state winner of the American Legion Oratorical Contest.

Parents and the Parent-Teacher-Student-Association continue to be an integral part of the Dimond community. Their contributions and support of faculty and student programs is generous and greatly appreciated. A monthly Coffee Hour hosted by the principal provided an opportunity for informal parent input and a bi-weekly Lynx Forum was initiated by the principal to solicit input from students on ways to improve Dimond. Both events resulted in recommendations for change, some of which were implemented throughout the year. Toward the end of the school year, the faculty met several times to develop a Faculty Forum which will focus on issues of concern and work collaboratively to improve the school climate and educational program.

Dimond High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,145	98%	230	0	161

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,899.1	2,050.6	92.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	14	62	9
Mathematics	10	54	9
Science	0	65	1
Social Studies	2	51	24

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	14.0
Classroom Teachers	84.6	Bilingual Tutor	2.0
Librarians	1.0	Clerical Support Staff	12.0
Special Education Teachers	15.0	Custodians	11.0
Bilingual Teachers	2.6		
Counselors, includes Bilingual	7.0		
Nurses	2.0		

Special Programs: Bilingual Ed., Indian Ed., Special Ed. Intensive Service Site

Dimond High School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1,562	99	142	226	94	561	2,123
73.58%	4.66%	6.69%	10.65%	4.43%	26.42%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	173	241	110	104	1,674	2,302
Final Dropouts	28	19	7	6	103	163
Percent Dropouts	16.2%	7.9%	6.4%	5.8%	6.2%	7.1%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,145	158	325	94	60	637	29.7%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	173	241	110	104	1,674	2,302
% in One Sch.	63.01%	80.91%	78.18%	75.96%	82.08%	80.06%
% in Same Sch.	43.35%	61.83%	58.18%	55.77%	61.59%	59.82%

Dimond High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	**10**	**11**
Reading Vocabulary	%ile	55	61	56
	No.	524	467	358
Reading Comprehension	%ile	65	65	58
	No.	524	465	358
Total Reading	**%ile**	**62**	**65**	**57**
	No.	524	465	358
Language Mechanics	%ile	62	62	56
	No.	525	467	359
Language Expression	%ile	60	56	50
	No.	526	466	360
Total Language	**%ile**	**62**	**59**	**53**
	No.	525	466	359
Math Computation	%ile	66	65	65
	No.	527	467	360
Math Concepts and Applications	%ile	72	73	70
	No.	526	467	361
Total Mathematics	**%ile**	**69**	**70**	**70**
	No.	526	467	360
Total Battery	**%ile**	**67**	**68**	**62**
	No.	523	465	357
Study Skills	%ile	58	54	51
	No.	526	466	360
Spelling	%ile	55	52	46
	No.	525	467	360
Science	%ile	68	69	59
	No.	526	467	360
Social Studies	%ile	63	64	57
	No.	525	466	358

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	57	54	57	58	62
11	Total Lang. Arts	53	49	51	57	N/A
11	Total Mathematics	70	64	66	69	68

Dimond High School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	550	528	96	0	0	22
10	497	467	94	0	0	30
11	445	361	81	0	0	65

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	447	408	388	382	338
SAT	Percent Tested	63.5%	62.5%	58.5%	61.5%	64.2%
	Verbal	505	502	530	526	442
	Math	520	523	546	534	501
ACT	Percent Tested	25.7%	27.9%	30.4%	29.3%	23.3%
	English	21.3	22.1	22.6	22.0	21.0
	Math	23.6	23.5	24.1	23.1	22.3

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.92	0.96	0.97	1.03
Mathematics	0.93	0.94	0.81	0.52
Science	0.91	0.89	0.81	0.37
Social Studies	0.94	0.93	1.04	1.11
Others	1.91	1.86	1.75	2.04
Total	5.62	5.58	5.38	5.06

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	451	32.4	41.7	25.9	66	64*
	Lang. Arts	453	32.2	38.4	29.4	66	65
	Math	452	26.1	44.7	29.2	70	71
10	Reading	384	32.0	39.6	28.4	69	68
	Lang. Arts	385	35.6	37.7	26.8	67	64*
	Math	385	33.5	43.4	23.1	76	74
11	Reading	312	45.5	35.3	19.2	67	57*
	Lang. Arts	313	46.0	36.4	17.6	63	53*
	Math	314	38.9	35.7	25.5	75	71*

* Indicates Significant Difference in Means at .05 level.

Table 196

East High School Overview

Statement of Program

East High School is a comprehensive high school serving students in grades 9-12. Students and teachers at East are served by a support system of academic specialists, academic alternatives, facility services, and a central administration.

The school offers a variety of educational opportunities structured within the requirements set by the Anchorage School District. East High has incorporated a philosophy of alternative education departments such as Bilingual courses and counseling, Career Center programs, Elitnaurvik Within East (EWE) Indian Education, Honors and advanced placement courses, School-Within-a-School (SWS), and academic alternatives through the Benny Benson SAVE and SEARCH programs. The school promotes excellence in both academic and vocational education within and outside the unit. There is also a variety of fine arts choices for all students. East High is dedicated to the maintenance and improvement of these existing programs.

SCHOOL GOALS

Goal	Level of Achievement
East High will show an improvement in total reading scores by 1-3% points as measured by the CAT test scores.	Not Attained
East High will demonstrate a 1-3% increase in total spelling as measured by the CAT test, as reflected at 10 and 11 grade.	Partially Attained
Increase technology in building, as reflected in Northwest report: a. Provide, in class access to teachers and staff to the World Wide Web (a net day). b. Research and solicit sources of revenue to provide both hard and software including donations, grants.	Attained
Continue to maintain and expand school-to- career initiatives within the building. Develop a banking program with school-to-career partnership. Provide opportunity for students to complete transactions on site before and after school.	Attained

BUDGET*

1997-98 Expenditures	$7,237,503
1998-99 Budgeted Amount	$7,134,887
1999-00 Adopted Budget	$7,756,638

*Dollars budgeted or expended are general fund only.

East High School Overview

School Report Card Statement

East High School **Cynthia Davis-Jackson**

East High School enjoys one of the most diverse student bodies in the school district, with approximately 45% of its students being non-Caucasian. Within this 45% of its students being represented a myriad of cultures. When the students were surveyed a year ago as to their native languages, over 30 languages were identified. Such diversity provides rich opportunities and challenges for the students, staff, and parents. The students have an opportunity to learn about many different cultures and to become acquainted and friendly with many different types of people. The school exerted much effort last year to promoting understanding and appreciation between the sexes, cultures, and race relationships. East High School plans to continue working during the 1999/00 school year on prejudice reduction, with numerous multicultural assemblies, a study advisory group on prejudice reduction, and cultural appreciation.

East High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,986	97%	269	0	235

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,755.0	1,888.8	92.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	12	50	14
Mathematics	11	42	11
Science	7	51	4
Social Studies	16	43	18

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	6.0
Classroom Teachers	61.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	2.0
Special Education Teachers	19.0	Clerical Support Staff	9.0
Bilingual Teachers	4.0	Custodians	11.0
Counselors	6.0		
Nurses	2.0		
Special Programs:			

East High School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1,019	287	278	274	125	964	1,983
51.39%	14.47%	14.02%	13.82%	6.30%	48.61%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	329	305	323	140	1,093	2,190
Final Dropouts	58	19	31	14	101	223
Percent Dropouts	17.6%	6.2%	9.6%	10.0%	9.2%	10.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,986	202	388	128	108	826	41.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	329	305	323	140	1,093	2,190
% in One Sch.	59.88%	76.39%	73.68%	72.14%	76.94%	73.52%
% in Same Sch.	44.68%	55.08%	54.80%	53.57%	58.19%	54.93%

East High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	43	47	48
	No.	493	440	373
Reading Comprehension	%ile	54	56	52
	No.	494	439	373
Total Reading	**%ile**	**50**	**53**	**50**
	No.	492	438	372
Language Mechanics	%ile	54	52	49
	No.	498	444	374
Language Expression	%ile	50	47	45
	No.	499	443	375
Total Language	**%ile**	**52**	**50**	**47**
	No.	498	442	374
Math Computation	%ile	57	52	54
	No.	498	445	379
Math Concepts and Applications	%ile	63	61	59
	No.	498	445	379
Total Mathematics	**%ile**	**60**	**57**	**57**
	No.	498	445	379
Total Battery	**%ile**	**56**	**55**	**52**
	No.	492	437	372
Study Skills	%ile	51	47	47
	No.	499	445	378
Spelling	%ile	50	47	45
	No.	497	444	373
Science	%ile	61	60	51
	No.	499	443	382
Social Studies	%ile	62	55	52
	No.	498	442	381

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	50	54	59	51	59
11	Total Lang. Arts	47	51	52	51	N/A
11	Total Mathematics	57	60	64	57	59

East High School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	540	500	93	13	12	15
10	474	445	94	4	8	17
11	409	382	93	7	7	13

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	380	332	374	346	300
SAT	Percent Tested	55.5%	56.3%	62.0%	55.8%	51.0%
	Verbal	514	533	506	522	427
	Math	518	539	500	516	474
ACT	Percent Tested	14.2%	15.1%	17.1%	19.9%	23.7%
	English	21.4	23.3	21.3	21.8	20.3
	Math	22.6	24.0	23.1	21.3	20.1

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.86	0.91	0.96	1.01
Mathematics	0.77	0.79	0.72	0.35
Science	0.77	0.76	0.78	0.42
Social Studies	0.84	0.87	1.02	0.97
Others	1.76	1.68	1.67	2.06
Total	4.99	5.02	5.15	4.81

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	411	35.8	44.8	19.5	57	63*
	Lang. Arts	408	25.2	43.6	31.1	53	55
	Math	411	17.3	47.0	35.8	57	62*
10	Reading	354	21.2	45.5	33.3	51	55*
	Lang. Arts	356	27.8	43.8	28.4	52	53
	Math	355	33.5	44.2	22.3	63	60*
11	Reading	294	37.4	43.9	18.7	60	55*
	Lang. Arts	298	40.6	36.6	27.8	57	50*
	Math	301	34.2	44.5	21.3	64	61

* Indicates Significant Difference in Means at .05 level.

Table 197

Service High School Overview

Statement of Program

Service High School provides a comprehensive instructional program to students in grades 9-12. It provides instruction from remedial levels through advanced placement college level courses. In addition, a variety of vocational education courses are offered. Besides the regular teaching staff, the school has a psychologist, a speech therapist, a nurse, a bilingual tutor, an Alaska Native tutor, a special education counselor, an Alaskan Native counselor and regular counselors.

It is the major Community School for the Hillside area.

The performing and visual arts programs are an integral part of both the curricular and extracurricular program. The extracurricular program is complete with equal opportunity for males and females.

The community is actively involved in the school's program.

SCHOOL GOALS

Goal	Level of Achievement
Service will improve communication with staff, students and parent community.	Attained
Assist students to become better spellers and readers.	Partially Attained
Network 85% of the classrooms during the 1998/99 school year.	Attained

BUDGET*

1997-98 Expenditures	$8,038,083
1998-99 Budgeted Amount	$7,859,014
1999-00 Adopted Budget	$8,381,827

*Dollars budgeted or expended are general fund only.

Service High School Overview

School Report Card Statement

Service High School **Steven Cline**

Statement not provided.

Service High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
2,265	108%	181	8	35

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
2,066.6	2,214.5	93.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	0	58	27
Mathematics	1	61	15
Science	0	69	8
Social Studies	0	62	26

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins./Deans	5.0	Special Education Aides	3.75
Classroom Teachers	78.0	Bilingual Tutor	1.0
Librarians	1.0	Clerical Support Staff	12.0
Special Education Teachers	10.4	Custodians	11.0
Bilingual Teachers	1.0		
Counselors	6.0		
Nurses	1.0		
Special Programs: Bilingual Ed., Community School			

Service High School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
1,891	65	134	119	52	370	2,261
83.64%	2.87%	5.93%	5.26%	2.30%	16.36%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	153	129	74	57	1,999	2,412
Final Dropouts	7	6	6	1	44	64
Percent Dropouts	4.6%	4.7%	8.1%	1.8%	2.2%	2.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
2,265	148	194	117	39	498	22.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	153	129	74	57	1,999	2,412
% in One Sch.	74.51%	84.50%	72.97%	82.46%	86.29%	84.95%
% in Same Sch.	55.56%	61.24%	56.76%	54.39%	64.58%	63.35%

Service High School
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	66	66	65
	No.	537	536	457
Reading Comprehension	%ile	74	70	68
	No.	536	537	458
Total Reading	**%ile**	**73**	**70**	**68**
	No.	536	536	457
Language Mechanics	%ile	68	62	61
	No.	537	537	459
Language Expression	%ile	69	63	60
	No.	537	537	459
Total Language	**%ile**	**69**	**64**	**61**
	No.	537	536	459
Math Computation	%ile	73	69	71
	No.	539	538	460
Math Concepts and Applications	%ile	81	77	75
	No.	539	537	461
Total Mathematics	**%ile**	**78**	**74**	**75**
	No.	539	537	460
Total Battery	**%ile**	**77**	**73**	**71**
	No.	536	533	456
Study Skills	%ile	70	62	58
	No.	539	536	460
Spelling	%ile	59	56	52
	No.	536	537	458
Science	%ile	76	76	70
	No.	537	537	460
Social Studies	%ile	75	69	63
	No.	536	535	459

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	68	65	65	64	70
11	Total Lang. Arts	61	61	57	57	N/A
11	Total Mathematics	75	75	70	70	73

Service High School
Achievement Profile

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	564	539	96	2	10	13
10	591	538	91	1	0	52
11	532	461	87	3	12	56

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	445	456	448	491	430
SAT	Percent Tested	75.2%	65.4%	64.1%	63.1%	63.5%
	Verbal	529	543	538	546	465
	Math	540	551	545	553	520
ACT	Percent Tested	46.9%	48.0%	43.1%	52.3%	52.6%
	English	22.4	22.9	21.8	22.6	22.9
	Math	23.4	24.5	24.2	23.5	23.5

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.92	0.95	0.99	1.04
Mathematics	0.91	0.91	0.84	0.50
Science	0.94	0.93	0.94	0.53
Social Studies	0.94	0.93	0.99	1.01
Others	1.89	1.84	1.82	1.91
Total	5.59	5.57	5.57	4.99

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Thar One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	473	34.0	40.6	25.4	76	74*
	Lang. Arts	463	28.7	41.3	30.0	71	71
	Math	469	16.8	41.4	41.8	73	79*
10	Reading	460	27.6	42.0	30.4	69	71
	Lang. Arts	464	38.1	37.5	24.4	69	64*
	Math	463	32.2	42.5	25.3	77	75*
11	Reading	388	40.2	40.5	19.3	76	69*
	Lang. Arts	391	41.4	36.8	21.7	71	63*
	Math	390	34.4	39.2	26.4	79	76*

* Indicates Significant Difference in Means at .05 level.

Table 198

West High School Overview

Statement of Program

All students at West will receive instruction in language arts, social studies, mathematics, science, physical education/health and personal finance. In addition, students will have opportunities to pursue interests in the elective areas of art, business, foreign language, home economics, industrial arts, ROTC and music. The program is designed to strengthen basic academic and nonacademic skills and provide opportunities for in-depth development of academic and nonacademic areas of study related to both college entry and career entry needs. A full high school club, intramural and interscholastic sports and activities program is available to all students on an extracurricular basis.

Department goal emphasis is on increased academic excellence, higher student expectations and improved student performance. Specialized academic offerings range from advanced placement to work study.

SCHOOL GOALS

Goal	Level of Achievement
Increase time and attention given to reading, writing, and spelling across the curriculum.	Attained
More focus on staff communications, professional expectations, and well being.	Attained
The school will continue to work on collaboration between departments, programs, including special education.	Attained
Make school safety a focus. A focus for improving the school climate.	Attained
Develop and implement a mentorship program for new staff at West High School.	Attained

BUDGET*

1997-98 Expenditures	$6,450,166
1998-99 Budgeted Amount	$6,272,706
1999-00 Adopted Budget	$7,093,632

*Dollars budgeted or expended are general fund only.

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West High School Overview

School Report Card Statement

West High School **Lance Bowie**

The 1998-99 school year presented itself with a number of challenges because of the high number of new staff members. We have had a positive year because the staff and community worked extremely hard at communicating and working together. The new staff members were a great addition to West High School and we are looking forward to the upcoming years. It was almost like opening a new school, with a new staff. Great year!!!

West High School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
1,633	89%	195	7	160

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
1,385.1	1,553.8	89.1%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	7	46	7
Mathematics	8	41	4
Science	5	36	10
Social Studies	5	39	15

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Asst. Prins/Deans	5.0	Special Education Aides	9.0
Classroom Teachers	68.0	Indian Education Tutor/Counselor	1.0
Librarians	1.0	Bilingual Tutor	2.0
Special Education Teachers	12.5	Clerical Support Staff	11.0
Title I Teacher	1.0	Indian Ed Supervisor	1.0
Bilingual Teachers	4.5	Custodians	12.5
Counselors	5.0	Tutor	1.0
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Migrant Ed.

West High School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
880 53.76%	161 9.84%	222 13.56%	251 15.33%	123 7.51%	757 46.24%	1,637

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	260	290	195	145	970	1,860
Final Dropouts	48	33	25	25	67	198
Percent Dropouts	18.5%	11.4%	12.8%	17.2%	6.9%	10.7%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
1,633	220	404	110	106	840	51.4%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	260	290	195	145	970	1,860
% in One Sch.	53.46%	67.93%	60.00%	52.41%	77.01%	68.60%
% in Same Sch.	43.85%	56.21%	45.64%	45.52%	55.98%	52.42%

West High School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	44	49	50
	No.	410	325	278
Reading Comprehension	%ile	54	58	57
	No.	410	325	278
Total Reading	%ile	**50**	**54**	**54**
	No.	410	325	278
Language Mechanics	%ile	57	55	57
	No.	412	327	278
Language Expression	%ile	51	45	45
	No.	412	328	276
Total Language	%ile	**54**	**50**	**51**
	No.	411	327	276
Math Computation	%ile	61	55	52
	No.	410	326	278
Math Concepts and Applications	%ile	67	66	61
	No.	411	326	278
Total Mathematics	%ile	**65**	**61**	**58**
	No.	410	325	278
Total Battery	%ile	**59**	**59**	**56**
	No.	404	314	272
Study Skills	%ile	55	49	50
	No.	411	328	277
Spelling	%ile	49	44	43
	No.	411	326	278
Science	%ile	64	62	54
	No.	409	326	276
Social Studies	%ile	63	60	53
	No.	410	326	273

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	54	49	49	50	54
11	Total Lang. Arts	51	49	48	45	N/A
11	Total Mathematics	58	58	58	58	55

West High School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	457	418	91	6	0	38
10	376	337	90	0	0	39
11	334	283	85	6	14	31

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	308	281	246	248	217
SAT	Percent Tested	54.5%	45.9%	56.9%	45.4%	51.6%
	Verbal	534	515	511	517	461
	Math	527	522	519	519	521
ACT	Percent Tested	18.1%	12.8%	14.2%	12.9%	19.4%
	English	22.3	19.7	19.5	21.4	23.5
	Math	23.5	21.4	22.1	21.1	23.0

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.88	0.85	0.96	0.95
Mathematics	0.79	0.71	0.63	0.38
Science	0.85	0.71	0.74	0.40
Social Studies	0.87	0.91	0.96	0.96
Others	1.77	1.67	1.55	2.01
Total	5.15	4.85	4.81	4.70

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
9	Reading	341	39.0	43.7	17.3	61	53*
	Lang. Arts	341	33.4	39.6	27.0	60	57*
	Math	343	25.4	42	32.7	66	68
10	Reading	256	23.4	39.8	36.7	54	57*
	Lang. Arts	253	31.2	38.7	30.0	55	54
	Math	258	33.3	41.9	24.8	68	65*
11	Reading	222	39.2	34.7	26.1	62	58*
	Lang. Arts	218	39.4	43.1	17.4	61	54*
	Math	227	36.6	40.5	22.9	66	61*

* Indicates Significant Difference in Means at .05 level.

5.0

Table 199

Aquarian School Overview

Statement of Program
Current enrollment for Aquarian Charter School is 120 students. For FY 1999-2000 it is projected to be 220. This charter school serves students in grades K-6 and is housed in relocatables at the former REACH site at Bragaw Street. The program is designed for motivated students whose parents have high expectations for their children and their educational setting. The instructional program uses project-based, integrated thematic units, and includes instruction in technology, foreign language, art and music. Strong parental involvement is found in every aspect of the students' education.

SCHOOL GOALS

Goal	Level of Achievement
Learning is addressed with the same philosophy as demonstrated in gifted education programs. Students are provided opportunities for acceleration in all curriculum areas and enrichment activities with higher order thinking skills are implemented throughout integrated, thematic curriculum. Teachers will be actively involved in professional development in the areas of accelerated learning, brain-based research and gifted education in order for all students to achieve at their highest level.	Partially Attained
Interdisciplinary thematic curriculum in a relevant context for students is the delivery model for achieving the content standards for students. Teachers will evaluate thematic curriculum designed for the year and align with Alaska Standards for student achievement. Teachers will receive professional development training in the areas of designing thematic curriculum, designing assessments for students, aligning curriculum standards and developing a reporting mechanism for parents.	Partially Attained
Technology will be an integral part of every student's day. Technology will be integrated into every day learning providing opportunities for students to learn in different ways. Teachers will be comfortable in the use of technology and integrating technology into the curriculum. Training will be available annually for all teachers to upgrade their technology skills.	Partially Attained
Parent involvement is the key to the success of Aquarian Charter. Parent involvement at all levels will be developed and enhanced through the many programs at Aquarian. Parent involvement will be increased each year by providing home-school link and programs.	Partially Attained
Students at Aquarian will be involved in a comprehensive reading program involving phonics for grades K through 2 with an emphasis on spelling. Oral reading, comprehension, reading with expression and punctuation are emphasized at Aquarian. Literature, short stories, graphs, charts, content area reading and story problem analysis are all incorporated in the reading core curriculum as well as throughout the thematic integration. These are demonstrated through reading logs, research projects and presentations.	Partially Attained

BUDGET*

1997-98 Expenditures	$348,830
1998-99 Budgeted Amount	$466,126
1999-00 Adopted Budget	$1,332,488

*Dollars budgeted or expended are general fund only.

Aquarian School Overview

School Report Card Statement

Aquarian **Cynthia Stiegele**

1. As an instructional leader, implementing creative, interdisciplinary thematic curriculum is easier said than done. Assisting teachers to move from the traditional classroom environment to our model requires substantial time in the classroom working cooperatively with the teachers. Staff development by experts with this model have assisted greatly. Our commitment is to continued staff development.

2. A charter school is designed with an entrepreneurial spirit and philosophy to be lean yet effective. Although I appreciate the support services that are provided, dealing with the District Office is often like wearing cement shoes - movement is slow and tedious.

3. Parent involvement has been a key factor in Aquarian's success. The Academic Policy Committee, parents of students attending the school, is the governing body. There is a fine line between board authority and the principal's responsibilities. Because of the progression of the school, the board has moved from a decision making board, which was required in the beginning, to a policy making board as the operating functions of the school has solidified.

Aquarian School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
111	N/A	7	0	2

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
108.0	111.3	96.9%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	-	-
Intermediate	-	-	-
Combination	1	3	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers	5.0	Clerical Support Staff	.5
Special Education Teachers	.2	Teacher Assistants/Aides	2.25

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Aquarian School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
79	14	11	6	2	33	112
70.54%	12.50%	9.82%	5.36%	1.79%	29.46%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	111	2	1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
111	8	7	20	21	56	50.5%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	11	7	14	3	83	118
% in One Sch.	72.73%	71.43%	92.86%	66.67%	92.77%	88.98%
% in Same Sch.	27.27%	28.57%	50.00%	66.67%	53.01%	49.15%

Aquarian School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	60	60	56	61
	No.	7	8	7	6
Reading Comprehension	%ile	73	52	69	62
	No.	7	8	7	6
Total Reading	**%ile**	**67**	**56**	**65**	**62**
	No.	7	8	7	6
Language Mechanics	%ile	51	46	81	51
	No.	7	8	7	6
Language Expression	%ile	71	60	80	59
	No.	7	8	7	6
Total Language	**%ile**	**64**	**53**	**84**	**57**
	No.	7	8	7	6
Math Computation	%ile	59	48	61	57
	No.	7	8	7	6
Math Concepts and Applications	%ile	60	72	83	68
	No.	7	8	7	6
Total Mathematics	**%ile**	**60**	**63**	**77**	**63**
	No.	7	8	7	6
Total Battery	**%ile**	**64**	**56**	**79**	**62**
	No.	7	8	7	6
Word Analysis	%ile	64			
	No.	7			
Study Skills	%ile		72	72	58
	No.		8	7	6
Spelling	%ile	70	47	75	70
	No.	7	8	7	6
Science	%ile	55	70	71	67
	No.	7	8	7	6
Social Studies	%ile	69	64	75	64
	No.	7	8	7	6

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	56	69	N/A	N/A	N/A
4	Total Lang. Arts	53	73	N/A	N/A	N/A
4	Total Mathematics	63	82	N/A	N/A	N/A
6	Total Reading	62	N/A	N/A	N/A	N/A
6	Total Lang. Arts	57	N/A	N/A	N/A	N/A
6	Total Mathematics	63	N/A	N/A	N/A	N/A

Aquarian School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	8	7	88	0	0	1
4	10	8	80	0	0	2
5	9	7	78	0	0	2
6	6	6	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	5	80.0	20.0	-0-	66	49*
	Lang. Arts	5	20.0	60.0	20	49	46
	Math	5	60.0	40.0	-0-	79	62
5	Reading	3	66.7	-0-	33.3	76	78
	Lang. Arts	3	-0-	66.7	33.3	78	84
	Math	3	33.3	66.7	-0-	84	80
6	Reading	5	60.0	20.0	20.0	67	60
	Lang. Arts	5	60.0	40.0	-0-	73	58
	Math	5	-0-	60.0	40.0	46	60

* Indicates Significant Difference in Means at .05 level.

Table 200

Benson Secondary School Overview

Statement of Program

The primary goal of Benny Benson, formerly S.A.V.E. II, is to provide a meaningful individualized program of academic and vocational studies for those secondary students who might otherwise terminate any formalized schooling. In addition to the teaching staff, the program utilizes a program counselor, a special education resource teacher, and job coordinators. The school serves students from the Bartlett, Chugiak, East and part of West High School attendance areas.

S.E.A.R.C.H. is an alternative education program designed to meet the needs of grades 7-9 students who are experiencing failure in the regular system due to nonattendance, nonacademic performance, or discipline problems. In addition to the teaching staff, the program utilizes a program counselor who also teaches a half day, a special education resource teacher, a program director who administers the program, and a program clerical aide. The program serves students who have been referred by home schools throughout the Anchorage area.

The S.E.A.R.C.H. program staff is committed to providing an individualized educational program that is designed to motivate participation and regular attendance. Further, the curriculum is structured to provide instruction geared toward student need relative to both academic and real life skills, and to enable the students to advance to the best of their abilities. There is an ongoing emphasis on developing good citizenship qualities and enhancing student self-worth. The S.E.A.R.C.H. program concentrates on teaching appropriate behavior as well as continually reinforcing the importance of a strong basic education.

SCHOOL GOALS

Goal	Level of Achievement
Students graduating from Benny Benson High School will complete an "interdisciplinary, portfolio" project as a part of the course work for their final English elective credit.	Attained
Search students will engage in weekly vocabulary lessons, building a list of 100 new vocabulary words. Students will master these words with 70% accuracy.	Attained
To assist students in achieving higher levels of social and personal responsibility.	Attained

BUDGET*

1997-98 Expenditures	$1,136,850
1998-99 Budgeted Amount	$1,028,971
1999-00 Adopted Budget	$1,114,397

*Dollars budgeted or expended are general fund only.

Benson Secondary School Overview

School Report Card Statement

Benny Benson Secondary School **Barbara Garrison**

Teachers have really been concentrating on the development of curriculum throughout the school. An equal focus has been placed on the use of technology in teaching and learning, and curricular development. Great in roads have been accomplished by the entire staff. The team structure has really allowed focus on student achievement and progress. Staff members are able to keep track of individual student needs and accomplishments. More students are making more progress. There has been an obvious pay off to the teachers' efforts both in student attendance and student academic success.

Benson Secondary School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Search	99	108%	13	0	7
Benson	223	97%	26	0	15

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Search	73.2	82.5	88.7%
Benson	170.2	192.6	88.4%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	15	-	-
Mathematics	9	-	-
Science	6	-	-
Social Studies	10	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutor	.6
Classroom Teachers	16.0	Clerical Support Staff	2.0
Special Education Teachers	2.0	Custodians	1.3
Nurses	.6		
Special Programs:			

Benson Secondary School Characteristics

ETHNICITY REPORT - OCTOBER 1998

	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Search	43	12	34	7	3	56	99
	43.43%	12.12%	34.34%	7.07%	3.03%	56.57%	
Benson	117	30	45	15	15	105	222
	52.70%	13.51%	20.27%	6.76%	6.76%	47.30%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Secondary	223	25	1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

TOTAL DROPOUT RATES

	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Search	Enrollment	52	12	25	10	71	170
	Final Dropouts	27	4	13	3	29	76
	Percent Dropouts	51.9%	33.3%	52.0%	30.0%	40.9%	44.7%
Benson	Enrollment	63	26	55	20	186	350
	Final Dropouts	34	10	23	8	82	157
	Percent Dropouts	54.0%	38.5%	41.8%	40.0%	44.1%	44.9%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Search	223	33	172	20	109	334	149.8%
Benson	99	75	142	27	53	297	300.0%

STABILITY RATES OF STUDENTS

	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Search	Number	52	12	25	10	71	170
	% in One Sch.	9.62%	33.33%	0.00%	10.00%	8.45%	9.41%
	% in Same Sch.	3.85%	0.00%	4.00%	0.00%	2.82%	2.94%
Benson	Number	63	26	55	20	186	350
	% in One Sch.	28.57%	26.92%	20.00%	35.00%	26.34%	26.29%
	% in Same Sch.	22.22%	19.23%	18.18%	25.00%	20.43%	20.57%

Benson Secondary School
Achievement Profile

BENSON/SEARCH CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE	
		7	8
Reading Vocabulary	%ile	42	44
	No.	8	45
Reading Comprehension	%ile	48	44
	No.	8	45
Total Reading	**%ile**	**46**	**44**
	No.	8	45
Language Mechanics	%ile	55	32
	No.	7	44
Language Expression	%ile	58	30
	No.	6	43
Total Language	**%ile**	**54**	**29**
	No.	6	43
Math Computation	%ile	26	18
	No.	8	43
Math Concepts and Applications	%ile	35	46
	No.	8	44
Total Mathematics	**%ile**	**30**	**27**
	No.	8	41
Total Battery	**%ile**	**54**	**31**
	No.	6	40
Study Skills	%ile	38	30
	No.	8	44
Spelling	%ile	43	27
	No.	8	44
Science	%ile	73	60
	No.	8	44
Social Studies	%ile	59	45
	No.	8	44

Benson Secondary School
Achievement Profile

BENSON/SAVE CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	31	18	37
	No.	30	31	53
Reading Comprehension	%ile	41	30	35
	No.	30	31	52
Total Reading	**%ile**	**38**	**22**	**35**
	No.	30	31	52
Language Mechanics	%ile	21	34	31
	No.	30	31	53
Language Expression	%ile	24	25	27
	No.	30	30	52
Total Language	**%ile**	**22**	**29**	**28**
	No.	30	30	51
Math Computation	%ile	31	29	31
	No.	26	29	50
Math Concepts and Applications	%ile	38	39	41
	No.	26	29	50
Total Mathematics	**%ile**	**33**	**33**	**35**
	No.	26	29	50
Total Battery	**%ile**	**31**	**27**	**29**
	No.	26	29	48
Study Skills	%ile	33	24	30
	No.	26	29	50
Spelling	%ile	38	29	22
	No.	30	31	53
Science	%ile	53	36	42
	No.	26	29	50
Social Studies	%ile	38	25	36
	No.	26	29	50

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
8	Total Reading	44	46	26	37	39
8	Total Lang. Arts	29	32	24	24	33
8	Total Mathematics	27	30	23	29	31
11	Total Reading	35	28	30	31	37
11	Total Lang. Arts	28	25	29	31	N/A
11	Total Mathematics	35	32	33	30	31

Benson Secondary School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	23	8	35	1	1	13
8	37	46	124	0	0	0
9	32	30	94	0	1	1
10	34	31	91	0	0	3
11	58	54	93	0	0	4

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.13	0.25	0.00	0.00
Mathematics	0.00	0.00	0.00	0.00
Science	0.13	0.00	0.00	0.00
Social Studies	0.00	0.00	0.00	0.00
Others	0.00	0.75	1.00	0.00
Total	0.25	1.00	1.00	0.00

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	6	16.7	33.3	44.1	94	89
	Lang. Arts	5	20.0	20.0	60.0	63	83
	Math	6	16.7	50.0	33.3	78	65
8	Reading	5	40.0	60.0	-0-	33	13
	Lang. Arts	5	40.0	60.0	-0-	18	9
	Math	5	60.0	20.0	20	23	12
9	Reading	23	52.2	30.4	17.4	51	40*
	Lang. Arts	23	60.9	26.1	13.0	33	21*
	Math	21	23.8	47.6	28.6	33	34
10	Reading	11	45.5	36.4	18.2	32	25
	Lang. Arts	11	36.4	45.5	18.2	21	24
	Math	11	36.4	36.4	27.3	37	38
11	Reading	8	7.5	50.0	12.5	30	25
	Lang. Arts	8	25.0	50.0	25.0	19	20
	Math	7	-0-	85.7	14.3	12	13

* Indicates Significant Difference in Means at .05 level.

Table 201

Birchwood School Overview

Statement of Program

Birchwood Anchorage Basic Curriculum School is an alternative program in the Anchorage School District. Birchwood provides a comprehensive instructional program for students in kindergarten through 7th grade expanding to 8th grade in FY 1999/2000.

Birchwood ABC is a highly structured learning operation dedicated to academic excellence. Birchwood ABC School puts primary emphasis on the basic academic skills and subject matter, and on the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment and a positive self-image through proven academic achievement. Toward this end, the school provides the quiet and orderly environment which many children need in order to learn.

SCHOOL GOALS

Goal	Level of Achievement
Ninety percent of the primary students will be reading at grade level by 6/1/99 that are enrolled at Birchwood ABC prior to March.	Attained
Students will maintain or improve spelling skills in grades 3 through 7.	Attained
Birchwood ABC students and staff will increase their effective use of technology as learning and teaching tool.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,335,288
1998-99 Budgeted Amount	$1,350,118
1999-00 Adopted Budget	$1,550,346

*Dollars budgeted or expended are general fund only.

Birchwood School Overview

School Report Card Statement

Birchwood ABC Elementary School **Jan Maki**

The 1998/99 school year has been a busy one at Birchwood ABC School. The expansion to seventh grade has been both exciting and challenging for all involved. Next year will be the last year of the expansion plan with the addition of eighth grade.

A lot of work has gone into the curriculum for the eighth grade. The curriculum committee consisted of parents, teachers, and myself. This committee met throughout the year to review materials and make sure we were in alignment with District requirements as well as staying true to the Birchwood ABC Philosophy.

The level of commitment to Birchwood ABC that exists among students, parents and staff is impressive. In order for any program to be successful, each of the components need to be involved and willing to meet the expectations and standards that form the philosophical base of that school. Staff work with students to help them reach the highest potential and to develop a sense of individual responsibility for the acquisitions of their own learning. The teachers also recognize the invaluable participation of parents in the educational success of their children. This may be in the form of parent tutoring activities, study hall supervision, support at home, attendance at assemblies, etc. The importance of this home-school link cannot be too strongly stressed. It is an integral part of what defines the success at Birchwood ABC.

The students are involved academically and socially in the life of the school. They participate in community performances, as well as community service through the Salvation Army Canned Food Drive effort, Operation Santa Claus, loan art work to Carrs – one of our business partners and represented the school positively on field trips and in other activities.

Birchwood ABC is more than a school; it's a way of thinking about education and how we deal with each other as human beings. We are positive, caring and committed to academic excellence.

Birchwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
413	95%	68	12	4

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	320.9	338.2	94.8%
Secondary	72.3	75.5	95.8%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	8	-
Intermediate	-	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	5.0
Classroom Teachers	14.0	Bilingual Tutors	.25
Librarians	1.0	Teacher Assistants/Aides	1.5
Special Education Teachers	4.0	Clerical Support Staff	1.0
Music Teachers	.8	Custodians	2.5
Art Teachers	.4		
Physical Education Teachers	.8		
Gifted Teacher	1.0		
Nurses	.75		

Special Programs: Back to Basics (ABC), Bilingual Ed., Computer Labs , Full-Day Kindergarten, Intensive Needs Site, Special Ed pre-school

Birchwood School Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
357	4	41	5	8	58	415
86.02%	0.96%	9.88%	1.20%	1.93%	13.98%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	413	60	14%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT								
Grade Repeated	1	2	3	4	5	6	7	Total
Number Not Promoted	1	3	0	1	1	0	0	6
Percent Not Promoted	2.0%	6.4%	0%	1.9%	1.7%	0%	0%	2.2%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
413	45	20	12	14	91	22.0%

STABILITY RATES OF STUDENTS							
	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elem	Number	36	5	4	8	320	373
	% in One Sch.	83.33%	40.00%	100.00%	87.50%	85.63%	84.99%
	% in Same Sch.	72.22%	40.00%	75.00%	25.00%	67.81%	67.02%
Sec.	Number	9	1	0	1	69	80
	% in One Sch.	88.89%	100.00%	0.00%	100.00%	91.30%	91.25%
	% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Birchwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE 3	4	5	6	7
Reading Vocabulary	%ile	82	89	79	66	77
	No.	50	45	49	45	25
Reading Comprehension	%ile	88	91	85	74	84
	No.	49	45	48	45	24
Total Reading	**%ile**	**87**	**92**	**85**	**72**	**84**
	No.	49	45	48	45	24
Language Mechanics	%ile	75	93	90	75	83
	No.	49	46	49	45	25
Language Expression	%ile	83	87	82	72	87
	No.	49	46	48	45	23
Total Language	**%ile**	**81**	**93**	**89**	**74**	**89**
	No.	49	46	48	45	23
Math Computation	%ile	72	94	80	78	73
	No.	52	47	52	44	23
Math Concepts and Applications	%ile	76	91	83	80	74
	No.	52	47	50	44	23
Total Mathematics	**%ile**	**77**	**94**	**86**	**79**	**74**
	No.	52	47	50	44	23
Total Battery	**%ile**	**85**	**95**	**92**	**78**	**85**
	No.	49	45	45	44	23
Word Analysis	%ile	83				
	No.	50				
Study Skills	%ile		93	74	81	75
	No.		47	49	45	23
Spelling	%ile	74	78	76	58	62
	No.	50	45	49	45	24
Science	%ile	78	92	72	62	76
	No.	50	48	51	45	26
Social Studies	%ile	75	91	85	64	75
	No.	50	47	50	45	26

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	92	92	86	69	65
4	Total Lang. Arts	93	89	86	71	69
4	Total Mathematics	94	91	88	59	57
6	Total Reading	72	86	84	81	69
6	Total Lang. Arts	74	83	84	79	69
6	Total Mathematics	79	69	85	75	64

Birchwood School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	59	52	88	1	6	0
4	52	48	92	0	3	1
5	57	53	93	0	4	0
6	46	45	98	0	0	1
7	28	26	93	0	1	0
8	N/A	N/A	N/A	N/A	N/A	N/A

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	37	10.8	24.3	64.9	82	93*
	Lang. Arts	38	7.9	15.8	76.3	75	93*
	Math	38	2.6	21.1	76.3	69	95*
5	Reading	42	57.1	26.2	16.7	92	87*
	Lang. Arts	43	30.2	46.5	23.3	91	91
	Math	41	36.6	51.2	12.2	94	89*
6	Reading	40	42.5	40.0	17.5	74	83*
	Lang. Arts	40	60.0	25.0	15.0	76	86*
	Math	40	26.3	39.5	34.2	83	83

* Indicates Significant Difference in Means at .05 level.

Table 202

Denali School Overview

Statement of Program

Denali Elementary School offers a variety of instructional opportunities. It has a regular K-6, an optional Montessori K-8, and a special education program. The instructional staff includes teachers for special education, orthopedically and physically handicapped, special education teacher aides, full time nurse, health attendant, Indian education tutor/counselors, bilingual, and Title I. Many parent volunteers supplement the instructional program on a regular basis.

The regular program emphasizes the acquisition of basic academic subject matter, basic skills, and the establishment of good study habits. The school seeks to build within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image.

The Montessori optional program students learn in an open classroom that stresses individualized learning in a specially prepared environment using materials that are based on students' developmental stages. Children progress at a rate appropriate to each one's ability and level of achievement. Direct instruction is given in individual and small group settings. Cooperative learning and peer coaching are integral parts of the program. The middle school approach is used for grades 7 & 8.

The special education intensive needs program develops students' functional living skills, and provides community access and vocational training. Appropriate programming for the multi-handicapped requires small student/staff ratios.

SCHOOL GOALS

Goal	Level of Achievement
We will implement a balanced K-3 literacy program to assist students to become independent readers by 3rd grade through: a) gathering baseline reading data at grade K-3 b) implementing reading strategies to promote reading independently by the end of third grade c) participate in First Steps reading training	Attained
We will focus on increasing skills in grades 4th through 8th in social studies content reading by: a) gathering data on reading in social studies from spring, '98 CAT scores b) teaching specific strategies to improve reading fluency and comprehension through a balanced reading program c) teaching specific strategies for decoding content area words	Partially Attained
SAFE AND POSITIVE SCHOOL CLIMATE Denali had a large increase in negative referrals in the 2nd semester last year. Based on the average from the 2nd semester referrals, our goal is to: • decrease the 2nd semester referrals by 50% • continue to keep a database of negative referrals throughout the 98-99 school year • keep a baseline of positive referrals throughout the 98-99 school year	Partially Attained

BUDGET*

1997-98 Expenditures	$2,054,556
1998-99 Budgeted Amount	$2,132,013
1999-00 Adopted Budget	$2,012,875

*Dollars budgeted or expended are general fund only.

Denali School Overview

School Report Card Statement

Denali Elementary School **Karen Rigg**

Goal 1: Balanced K-3 literacy program

a) 90 Kindergarten students and 44 first grade students were given letter/sound recognition assessment. Every student tested showed 100% improvement.

81 1st-3rd grade students were identified as struggling readers. They were given a pre/post test of: 1) Benchmark Reading Assessment-92% improved on their scores. 2) Writing Assessment-86% improved on their scores. 3) San Diego-100% improved on their scores. 80% of the students improving in their reading assessment scores.

b) There were many schoolwide reading programs at Denali: Up, Up and Away, School of Lights, Battle of the Books, Primary Book Club, Iditaread, T.V. Turn Off Week, Read Across America, RIF, Authors' Visit, Book Fairs, Memorial Book Drive, Neighborhood Reading Night, Read Across America, Parent Participation in Sustained Silent Reading, Book Buddy Exchange. The participation increased by 10%

Teachers participated in 1st-3rd grade literacy workshops which provided them with extensive materials and ideas to work in their classrooms. As a result of the reading plan, we have ordered $5,000 worth of materials that are currently contributing to the leveled book room for the use of all teachers. Teachers checked out leveled books and incorporated them into their reading programs.

c) 18 of the teachers participated in the First Steps reading training and have incorporated many of the First Steps materials into their reading program. Each teacher placed at least 3 students on the Developmental Reading Continuum. Denali was successful in meeting the goal of 80% of the staff participating in the training and placing 3 students on the Developmental Continuum. The Title VI reading grant contributed toward supporting reading in the classroom. These activities resulted in a 10% increase in instructional time in reading literacy.

Goal 2: Increase skills in grades 4-8 in social studies content reading:

a) Spring '98 CAT scores were collected in social studies for 4th, 5th, & 7th grades. The Spring '99 Social Studies total CAT scores for 4th grade increased from 53% to 62%, 5th grade increased from 60% to 61%, and 7th grade decreased from 66% to 44%. After discussion of the purposes of the goal and the grade level topics of the social students tests, it was decided to be better to use the reading scores in the future.

b) On the written surveys, more than 1/2 of the group reported increasing the use of 2 or more elements of a balanced reading program in content areas. 4/5 reported using additional techniques overall.

c) These was not a conclusive increase in teaching of decoding strategies. However, several teachers used strategies presented within the meetings of the group. Others continued using decoding strategies they had used before. It was agreed that the presentation of techniques had been useful, and though there was more focus on decoding of advanced words, instruction was still diverse. There is interest in continuing this goal with several changes.

Goal 3: Safe and Positive School Climate:

We kept accurate positive and negative referral data this year which we will be able to use as a baseline for next year. We have kept both hard copies of the report as well as back up disks with the data. Unfortunately, the data which was reported last year was inaccurate due to a computer crash which caused the permanent loss of data. We cannot accurately compare the negative referral data until next year. The staff as a whole supported continuing the safe and positive school climate goal so we will be able to provide accurate comparative data in next year's school goal report.

We successfully reeducated and trained students during the second semester about behavior expectations. We also trained about 50 new conflict mediators who have assisted in keeping Denali safe and peaceful. Students who have had difficulty following expectations have been assessed through our student intervention team (SOS). We have assisted those students through positive interactions, mentoring, and behavioral interventions. We have had a core of middle school students who were trained as peer trainers and who have presented workshops in dealing with peer pressure. We have also had students who have been reading tutors, reading buddies, and classroom assistants who have benefited themselves and the school through service learning opportunities. Denali has maintained an active schedule of other enrichment activities that have created a positive climate: including carnivals, picnics, talent show, spirit days, stop and think awards for classes and rewards for "no negative referrals".

Denali School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
513	114%	116	39	49

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
Elementary	456.6	488.7	93.4%
Secondary	22.1	24.3	91.0%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	2	1	-
Intermediate	-	-	-
Combination	3	15	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Assistants	6.0
Classroom Teachers K-8	22.5	Title I Coordinators	0.5
Librarians	1.0	Bilingual Tutors	2.0
Special Education Teachers	4.0	Indian Education Tutor	1.0
Music Teachers	1.0	Clerical Support Staff	1.875
Art Teachers	.6	Custodians	3.0
Physical Education Teachers	1.1		
Counselors	1.0		
Nurses	1.0		

Special Programs: Bilingual Ed., Indian Ed., Montessori K-8, Special Ed. Intensive Needs, Title I

Denali School Characteristics

ETHNICITY REPORT - OCTOBER 1998 includes Elementary and Secondary						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
294	64	86	37	19	206	500
58.80%	12.80%	17.20%	7.40%	3.80%	41.20%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	472	172	36%
	Secondary	41	10	24%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT									
Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	1	1	0	0	0	0	0	2
Percent Not Promoted	0%	1.4%	1.4%	0%	0%	0%	0%	0%	.5%

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	4	3	2	0	19	28
Final Dropouts	1	0	0	0	0	1
Percent Dropouts	25.0	0.00	0.00	0.00	0.00	3.6%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
513	28	39	41	65	173	33.7%

594

Denali School Statistics

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	108	42	69	32	310	561
% in One Sch.	62.96%	69.05%	81.16%	59.38%	83.23%	76.65%
% in Same Sch.	43.52%	69.05%	69.57%	43.75%	69.03%	62.75%
Secondary						
Number	4	3	2	0	19	28
% in One Sch.	75.00%	100.00%	50.00%	0.00%	73.68%	75.00%
% in Same Sch.	25.00%	66.67%	100.00%	0.00%	36.84%	50.00%

Denali School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	65	62	63	58	35	43
	No.	66	63	68	47	9	13
Reading Comprehension	%ile	57	61	59	63	27	47
	No.	67	63	68	47	9	13
Total Reading	**%ile**	**61**	**65**	**63**	**64**	**30**	**46**
	No.	66	63	68	47	9	13
Language Mechanics	%ile	43	47	62	62	41	38
	No.	67	63	68	47	9	13
Language Expression	%ile	66	55	71	67	29	41
	No.	67	63	68	47	9	13
Total Language	**%ile**	**56**	**51**	**69**	**66**	**33**	**38**
	No.	67	63	68	47	9	13
Math Computation	%ile	40	41	42	58	23	26
	No.	66	63	68	47	9	13
Math Concepts and	%ile	63	62	69	70	42	50
Applications	No.	66	63	68	47	9	13
Total Mathematics	**%ile**	**54**	**53**	**58**	**64**	**32**	**37**
	No.	65	63	68	47	9	13
Total Battery	**%ile**	**59**	**57**	**66**	**67**	**29**	**40**
	No.	65	63	68	47	9	13
Word Analysis	%ile	46					
	No.	66					
Study Skills	%ile		63	64	65	31	37
	No.		63	68	47	9	13
Spelling	%ile	55	48	53	62	21	38
	No.	66	63	68	47	9	13
Science	%ile	69	59	54	50	42	74
	No.	65	63	68	47	9	13
Social Studies	%ile	63	62	62	57	44	38
	No.	65	63	68	47	9	13

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	65	66	68	68	56
4	Total Lang. Arts	51	60	57	60	43
4	Total Mathematics	53	65	55	63	49
6	Total Reading	64	66	64	59	55
6	Total Lang. Arts	66	64	60	54	53
6	Total Mathematics	64	67	63	60	52
8	Total Reading	46	60	78	N/A	N/A
8	Total Lang. Arts	38	52	49	N/A	N/A
8	Total Mathematics	37	49	50	N/A	N/A

Denali School Achievement

CAT Test Participation March 1999						
Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	72	67	93	0	1	4
4	64	63	98	1	0	0
5	70	68	97	0	0	2
6	46	47	102	0	0	0
7	14	9	64	0	0	2
8	23	23	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	52	38.5	30.8	30.8	73	71
	Lang. Arts	51	21.6	35.3	43.1	48	55
	Math	52	34.6	26.9	38.5	55	60
5	Reading	57	35.1	38.6	26.3	69	68
	Lang. Arts	56	17.9	41.1	41.1	61	74*
	Math	56	41.1	39.3	19.6	67	62
6	Reading	41	31.7	48.8	19.5	74	68
	Lang. Arts	40	37.5	40.0	22.5	74	70
	Math	39	15.4	43.6	41.0	62	69
7	Reading	9	33.3	11.1	55.6	21	30
	Lang. Arts	9	22.2	22.2	55.6	30	33
	Math	9	22.2	22.2	55.6	18	32
8	Reading	11	36.4	45.5	18.2	62	35
	Lang. Arts	11	72.7	18.2	9.1	69	44*
	Math	11	36.4	36.4	27.3	44	41

* Indicates Significant Difference in Means at .05 level.

Table 203

Family Partnership Overview

Statement of Program

Family Partnership is a K-12 alternative school slated for 660 students who live throughout the Anchorage Municipality. "Parent directed education" defines this program. It is based on the premise that a partnership between students, parents, professional educators, and community members is the ideal situation for educating children. This partnership is initially established between a family and a Certificated ASD teacher who share similar educational philosophies and who enter customized contracts which define the shape of the educational program for each student. The offices for this school are housed in a commercial site in mid-town Anchorage and a classroom at Huffman is utilized as a classroom on a scheduled basis.

SCHOOL GOALS

Goal	Level of Achievement
To meet or exceed the Anchorage School District scores on the standardized CAT Tests.	Attained
To increase the use of FPCS and other educational sites' web pages.	Partially Attained
To create a writing emphasis for grades 3-8.	Attained

BUDGET*

1997-98 Expenditures	$871,461
1998-99 Budgeted Amount	$1,747,041
1999-00 Adopted Budget	$2,687,357

*Dollars budgeted or expended are general fund only.

Family Partnership Overview

School Report Card Statement

Family Partnership Charter School **Brenda Bray**

Statement not provided.

Family Partnership Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	346	N/A	17	3	8
Secondary	162	N/A	2	0	3

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	350.0	350.0	100.0%
Secondary	156.7	156.7	100.0%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	4.0
Classroom Teachers	5.0		
Special Programs: None			

Family Partnership Characteristics

ETHNICITY REPORT - OCTOBER 1998							
	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elem	300	5	20	10	17	52	352
	85.23%	1.42%	5.68%	2.84%	4.83%	14.77%	
Sec	144	4	7	2	7	20	164
	87.80%	2.44%	4.27%	1.22%	4.27%	12.20%	

RETENTION REPORT									
Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	1	0	2	0	1	0	0	0	4
Percent Not Promoted	1.5%	0%	4.2%	0%	2.4%	0%	0%	0%	1.3%

SECONDARY TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	7	2	4	8	144	165
Final Dropouts	0	0	0	0	3	3
Percent Dropouts	0.00%	0.00%	0.00%	0.00%	2.1%	1.8%

STUDENT POPULATION MOBILITY							
	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem	346	172	17	8	3	200	57.8%
Sec	162	36	7	3	3	49	30.2%

STABILITY RATES OF STUDENTS							
	Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elem.	Number	23	11	5	18	311	368
	% in One Sch.	95.65%	90.91%	100.00%	88.89%	89.71%	90.22%
	% in Same Sch.	13.04%	9.09%	40.00%	5.56%	23.79%	22.01%
Sec.	Number	7	2	4	8	144	165
	% in One Sch.	100.00%	50.00%	100.00%	100.00%	90.28%	90.91%
	% in Same Sch.	14.29%	50.00%	75.00%	37.50%	27.78%	29.09%

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	71	78	71	58
	No.	45	41	38	43
Reading Comprehension	%ile	72	70	78	67
	No.	45	41	38	43
Total Reading	**%ile**	**73**	**76**	**78**	**64**
	No.	45	41	38	43
Language Mechanics	%ile	47	63	76	62
	No.	45	71	38	43
Language Expression	%ile	74	73	78	71
	No.	44	41	38	43
Total Language	**%ile**	**65**	**69**	**77**	**67**
	No.	44	41	38	43
Math Computation	%ile	49	59	67	64
	No.	45	41	38	43
Math Concepts and Applications	%ile	60	75	80	71
	No.	45	41	38	43
Total Mathematics	**%ile**	**57**	**70**	**77**	**67**
	No.	45	41	38	43
Total Battery	**%ile**	**69**	**74**	**81**	**67**
	No.	44	41	38	43
Word Analysis	%ile	71			
	No.	45			
Study Skills	%ile		73	76	65
	No.		41	38	43
Spelling	%ile	53	69	59	41
	No.	45	41	38	43
Science	%ile	68	76	63	58
	No.	45	41	38	43
Social Studies	%ile	67	73	77	60
	No.	45	41	38	43

Family Partnership
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)

SUBTEST		GRADE				
		7	**8**	**9**	**10**	**11**
Reading Vocabulary	%ile	64	67	68	82	79
	No.	43	25	28	20	12
Reading Comprehension	%ile	73	68	74	83	68
	No.	43	25	28	20	12
Total Reading	**%ile**	**70**	**69**	**75**	**86**	**75**
	No.	43	25	28	20	12
Language Mechanics	%ile	69	66	55	67	73
	No.	43	25	28	20	12
Language Expression	%ile	71	61	71	86	73
	No.	43	25	28	20	12
Total Language	**%ile**	**70**	**67**	**63**	**80**	**80**
	No.	43	25	28	20	12
Math Computation	%ile	70	56	59	80	70
	No.	43	25	28	20	12
Math Concepts and Applications	%ile	72	73	74	82	75
	No.	43	25	28	20	12
Total Mathematics	**%ile**	**71**	**65**	**67**	**83**	**75**
	No.	43	25	28	20	12
Total Battery	**%ile**	**72**	**69**	**71**	**87**	**80**
	No.	73	25	28	20	12
Study Skills	%ile	61	42	69	73	57
	No.	43	25	28	20	12
Spelling	%ile	59	50	49	62	44
	No.	43	25	28	20	12
Science	%ile	72	85	70	81	67
	No.	43	25	28	20	12
Social Studies	%ile	73	67	74	81	64
	No.	43	25	28	20	12

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	76	81	N/A	N/A	N/A
4	Total Lang. Arts	69	71	N/A	N/A	N/A
4	Total Mathematics	70	73	N/A	N/A	N/A
6	Total Reading	64	41	N/A	N/A	N/A
6	Total Lang. Arts	67	40	N/A	N/A	N/A
6	Total Mathematics	67	59	N/A	N/A	N/A
8	Total Reading	69	75	N/A	N/A	N/A
8	Total Lang. Arts	67	64	N/A	N/A	N/A
8	Total Mathematics	65	72	N/A	N/A	N/A
11	Total Reading	75	82	N/A	N/A	N/A
11	Total Lang. Arts	80	73	N/A	N/A	N/A
11	Total Mathematics	75	66	N/A	N/A	N/A

Family Partnership
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	49	45	92	0	0	4
4	46	41	89	0	0	5
5	41	38	93	0	0	3
6	45	43	96	0	0	2
7	44	43	98	0	0	1
8	28	25	89	0	0	3
9	32	28	88	0	0	4
10	26	20	77	0	1	5
11	19	12	63	0	0	7

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	7				
SAT	Percent Tested	-		New School		
	Verbal	-				
	Math	-				
ACT	Percent Tested	-				
	English	-				
	Math	-				

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.00	0.00	0.00	0.00
Mathematics	0.00	0.00	0.00	0.00
Science	0.00	0.00	0.00	0.00
Social Studies	0.00	0.00	0.00	0.00
Others	1.00	0.00	1.00	0.00
Total	1.00	0.00	1.00	0.00

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	8	12.5	62.5	25.0	82	84
	Lang. Arts	8	12.5	62.5	25.0	72	75
	Math	8	37.5	37.5	25.0	69	68
5	Reading	8	50.0	37.5	12.5	85	78
	Lang. Arts	8	25.0	37.5	37.5	72	72
	Math	8	12.5	62.5	25.0	70	75
6	Reading	10	50.0	40.0	10.0	78	71
	Lang. Arts	10	50.0	30.0	20.0	85	79
	Math	10	40.0	30.0	40.0	83	76
7	Reading	18	22.2	22.2	55.6	45	60
	Lang. Arts	18	16.7	27.8	55.6	41	60*
	Math	18	22.2	22.2	55.6	50	68*
8	Reading	8	25.0	75.0	-0-	65	53
	Lang. Arts	8	50.0	25.0	25.0	68	61
	Math	8	12.5	62.5	25.0	60	61
9	Reading	10	20.0	40.0	40.0	70	84*
	Lang. Arts	9	11.1	55.6	33.3	65	67
	Math	9	-0-	55.6	44.4	57	79*
10	Reading	10	40.0	20.0	40.0	92	92
	Lang. Arts	10	20.0	60.0	20.0	90	89
	Math	10	10.0	60.0	30.0	85	88
11	Reading	6	-0-	50.0	50.0	72	79
	Lang. Arts	6	-0-	33.3	66.7	68	92*
	Math	6	16.7	66.7	16.7	84	81

* Indicates Significant Difference in Means at .05 level.

Table 204

Girdwood School Overview

Statement of Program

Girdwood School combines the best of the old and new in educational theories. It offers advantages which many find outstanding; while concurrently exposing staff and students to a delivery of quality services involving diagnosis, prescription, treatment, and evaluation in recurring cycles.

One major aspect of this program is its K-8 configuration. The main hurdle faced in designing a program to accommodate this uniqueness was providing a continuum of educational opportunities commensurate with student needs and abilities. Varying enrollment determined by seasonal activity at each grade level requires special grouping arrangements for instruction. Classes involving combinations of grade levels are required. Older students helping younger students, brothers and sisters attending school side by side, and family units being aware of each others' school experiences contribute to a high level of academic involvement.

Girdwood School is unique in size and location and is designed to provide a quality educational opportunity for students while at the same time reflecting family and community values. Our community school program is an integral part of the school function. Community support is exceptional and well-coordinated through this component of our total school. Our program is designed to be responsive to student needs, aspirations, and educational goals. Students will be exposed to academic skills required for survival and be challenged by information, data, and concepts which will enhance their intellectual capacity.

SCHOOL GOALS

Goal	Level of Achievement
To continue a strong emphasis on reading with special consideration for the struggling/reluctant reader in grades K-3.	Attained
Students in grades 4-8 will be held accountable for spelling "priority words" correctly each and every time they write and are assessed based upon the correct spelling of those words in their everyday writing.	Partially Attained
To develop a school-wide plan that focuses on positive recognition for appropriate student behavior.	Partially Attained

BUDGET*

1997-98 Expenditures	$816,086
1998-99 Budgeted Amount	$763,858
1999-00 Adopted Budget	$749,804

*Dollars budgeted or expended are general fund only.

Girdwood School Overview

School Report Card Statement

Girdwood Elementary School **Jim Cox**

Girdwood School had a very eventful school year. We have a strong involvement of parents and community. They are supportive in the classroom as well as in the many other aspects of the school as a whole. We struggled for the past two years to get our school wired for the internet. This year, with the help of many community people and community members, we were able to complete our NetDay. This was a major accomplishment for us, and all involved take pride in the success of the day. The PTA has purchased computers and printers for classrooms to further support instructional technology at Girdwood School.

The teachers held classroom meetings this year to help the students feel more positive and to learn how to give compliments as well as to problem-solve. This helped to meet our goal of enhancing positive school climate. The PTA supported the teachers in the "Bear Den" program. This was a process for classes to "earn" root beer floats by displaying positive behavior throughout the school. The PTA purchased the supplies for the parties.

In March of this year, the roof collapsed over the office area of the school. This increased the concerns of the community that the school building was not structurally safe. The office staff, nurse and community school, as well as the librarian, all were forced to work out of the library. This resulted in delivery of library classes being on a cart. Also, privacy was no longer possible for us in the office creating concerns for all who had issues that were confidential in nature. It is important to mention that the staff of Girdwood School worked extremely hard to make a difficult situation work smoothly. They are to be commended on doing a great job under adverse conditions.

The Anchorage School District has hired a firm to do a structural analysis of the building and has held several community meetings to address the concerns of the community. It is expected that the failed area of the roof will be repaired over the summer and early fall. A long term fix of the roof, addressing the ice and snow concerns, is essential in the summer of 2000.

Girdwood School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
148	78%	39	18	10

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
Elementary	114.2	122.1	93.5%
Secondary	34.4	37.1	92.9%

CLASSROOM GROUPS			
	20 and below	**21 to 30**	**31+**
Primary	2	-	-
Intermediate	-	-	-
Combination	-	4	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	1.0
Classroom Teachers	7.0	Custodians	2.0
Librarians	.5		
Special Education Teachers	1.5		
Gifted Teachers	.2		
Nurses	.2		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

Girdwood School Characteristics

ETHNICITY REPORT - OCTOBER 1998 includes Elementary and Secondary

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
153	4	2	4	2	12	165
92.73%	2.42%	1.21%	2.42%	1.21%	7.27%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	123	21	17%
	Secondary	25	3	12%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
148	11	17	11	8	47	31.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	3	5	4	1	126	139
% in One Sch.	66.67%	40.00%	50.00%	100.00%	78.57%	76.26%
% in Same Sch.	66.67%	40.00%	100.00%	100.00%	69.84%	69.78%
Secondary						
Number	1	0	0	1	42	44
% in One Sch.	0.00%	0.00%	0.00%	100.00%	78.57%	77.27%
% in Same Sch.	0.00%	0.00%	0.00%	100.00%	92.86%	90.91%

Girdwood School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	64	71	68	50	59	86
	No.	20	12	20	13	12	23
Reading Comprehension	%ile	72	64	59	79	69	80
	No.	20	12	20	13	12	23
Total Reading	**%ile**	**69**	**69**	**67**	**68**	**65**	**85**
	No.	20	12	20	13	12	23
Language Mechanics	%ile	38	58	55	63	75	65
	No.	20	12	20	13	12	23
Language Expression	%ile	73	67	57	58	61	70
	No.	20	12	20	13	12	23
Total Language	**%ile**	**57**	**63**	**56**	**62**	**70**	**69**
	No.	20	12	20	13	12	23
Math Computation	%ile	62	54	50	84	72	65
	No.	20	12	19	13	12	23
Math Concepts and Applications	%ile	75	84	71	77	69	91
	No.	20	12	19	13	12	23
Total Mathematics	**%ile**	**73**	**74**	**64**	**82**	**72**	**80**
	No.	20	12	19	13	12	23
Total Battery	**%ile**	**68**	**70**	**63**	**72**	**71**	**83**
	No.	20	12	19	13	12	23
Word Analysis	%ile	47					
	No.	20					
Study Skills	%ile		77	51	56	60	66
	No.		12	19	13	12	23
Spelling	%ile	54	45	47	42	48	56
	No.	20	12	20	13	12	23
Science	%ile	72	79	54	70	72	92
	No.	20	12	19	13	12	23
Social Studies	%ile	79	73	66	54	72	84
	No.	20	12	19	13	12	23

Girdwood School Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	69	75	69	75	74
4	Total Lang. Arts	63	64	54	69	59
4	Total Mathematics	74	71	76	62	77
6	Total Reading	68	60	77	72	70
6	Total Lang. Arts	62	52	80	64	72
6	Total Mathematics	82	67	87	79	85
8	Total Reading	85	75	84	81	70
8	Total Lang. Arts	69	65	84	73	68
8	Total Mathematics	80	84	94	85	74

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	22	20	91	0	0	2
4	15	12	80	0	2	1
5	21	20	95	0	0	1
6	13	13	100	0	0	0
7	10	12	120	0	0	2
8	13	13	100	0	0	0

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	9	22.2	33.3	44.4	64	67
	Lang. Arts	8	12.5	37.5	50.0	50	55
	Math	8	62.5	25.0	12.5	82	72
5	Reading	16	31.3	43.8	25.0	75	75
	Lang. Arts	16	31.3	80.0	18.8	71	65
	Math	15	26.7	46.7	26.7	72	71
6	Reading	12	33.3	16.7	50.0	69	72
	Lang. Arts	12	41.7	33.3	25.0	57	64
	Math	12	16.7	33.3	50.0	73	81
7	Reading	11	18.2	27.3	54.5	55	62
	Lang. Arts	11	27.3	27.3	45.5	54	64
	Math	11	36.4	27.3	36.4	72	69
8	Reading	22	13.6	40.9	45.5	79	85
	Lang. arts	22	36.4	45.5	18.2	76	66
	Math	20	25.0	40.0	35.0	81	82

* Indicates Significant Difference in Means at .05 level.

Table 205

McLaughlin

Statement of Program

Most of our students are far behind academically. Therefore it is our goal to provide a solid educational program to those young people who are judged delinquent and institutionalized by the court. The program has an emphasis on basic skills development, exposure to and some training in selected vocational areas, and provides training in basic survival and living skills including health and recreation. We also provide a maintenance type program for those "short stay" students in detention with emphasis on basic skills.

This program is partially funded by a supplemental State contract. Prior to FY 1988-89 it was completely funded by a State contract and was classified as a State project.

SCHOOL GOALS

Goal	Level of Achievement
Continue improvement of school and class decorum.	Partially Attained
Develop school wide program to assure that individual students are placed in appropriate academic program. Major criteria for placement to be based on need for student to acquire proficiency in spelling, calculation, writing and reading.	Partially Attained
Restructure MYC academic program to best serve the needs of the school program, staff and at risk student population.	Partially Attained
The MYC School will incorporate State and local standards as much as possible.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,486,290
1998-99 Budgeted Amount	$1,467,136
1999-00 Adopted Budget	$1,479,768

*Dollars budgeted or expended are general fund only.

McLaughlin Overview

School Report Card Statement

McLaughlin School **Jim Bailey**

McLaughlin School is entering the second year of school improvement through the Northwest Evaluation process. Our entire staff is actively involved in the restructuring process. Seven faculty members have received graduate credit from the program. Mark Smedley has done an excellent job of coordinating the project. Two of the main focuses have been, and continue to be the implementation of school-wide services through Special Education and Title 1 collaboration. The institutional part of MYC is involved in the education program. Staffing is still a concern, but significant progress is being made.

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McLaughlin Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
167	111%	40	0	11

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
169.0	169.0	100.0%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Clerical Support Staff	3.0
Classroom Teachers	12.0		
Counselors	1.0		

Special Programs: Title 1

McLaughlin Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
97 57.74%	16 9.52%	36 21.43%	8 4.76%	11 6.55%	71 42.26%	168

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	101	22	47	19	231	420
Final Dropouts	25	4	11	5	56	101
Percent Dropouts	24.8%	18.2%	23.4%	26.3%	24.2%	24.1%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
167	148	199 .	147	140	634	379.6%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	101	22	47	19	231	420
% in One Sch.	17.82%	9.09%	17.02%	26.32%	15.15%	16.19%
% in Same Sch.	13.86%	27.27%	27.66%	47.37%	22.08%	22.14%

McLaughlin
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	34	41	36
	No.	16	36	36
Reading Comprehension	%ile	42	49	35
	No.	16	35	36
Total Reading	**%ile**	**38**	**44**	**35**
	No.	16	35	35
Language Mechanics	%ile	24	28	30
	No.	17	37	38
Language Expression	%ile	24	22	20
	No.	14	31	29
Total Language	**%ile**	**25**	**21**	**23**
	No.	14	31	29
Math Computation	%ile	37	35	34
	No.	16	36	38
Math Concepts and Applications	%ile	51	55	48
	No.	16	36	38
Total Mathematics	**%ile**	**44**	**44**	**40**
	No.	16	36	38
Total Battery	**%ile**	**43**	**34**	**28**
	No.	13	28	27
Study Skills	%ile	27	29	26
	No.	16	35	38
Spelling	%ile	28	29	22
	No.	16	35	37
Science	%ile	53	40	38
	No.	16	35	38
Social Studies	%ile	28	43	36
	No.	16	35	37

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	35	33	39	44	41
11	Total Lang. Arts	23	31	27	36	N/A
11	Total Mathematics	40	35	37	43	33

McLaughlin
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9	23	14	61	0	1	8
10	44	38	86	0	0	6
11	44	39	89	0	0	5

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.33	0.25	0.00	0.00
Mathematics	0.17	0.00	0.00	0.00
Science	0.17	0.00	0.00	0.00
Social Studies	0.17	0.25	0.25	0.00
Others	0.50	0.63	0.75	0.00
Total	1.33	1.13	1.00	0.00

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	1	100	-0-	-0-	22	14
	Lang. Arts	1	-0-	100	-0-	37	32
	Math	1	-0-	-0-	100	2	11
8	Reading	1	-0-	-0-	100	28	48
	Lang. Arts	-	-	-	-	-	-
	Math	1	-0-	-0-	100	42	68
9	Reading	5	20.0	40.0	40.0	41	26
	Lang. Arts	3	33.3	33.3	33.3	20	21
	Math	5	20.0	20.0	60.0	39	42
10	Reading	9	22.2	55.6	22.2	53	59
	Lang. Arts	3	-0-	33.3	66.7	7	18
	Math	9	-0-	44.4	55.6	41	65
11	Reading	13	38.5	23.1	38.5	49	46
	Lang. Arts	2	-0-	100	-0-	50	46
	Math	15	20.0	46.7	33.3	44	46

* Indicates Significant Difference in Means at .05 level.

Table 206

Mirror Lake Middle School Overview

Statement of Program

The mission of Mirror Lake Middle School is that education is the responsibility of the home, school, and community. Everyone in this partnership should ask themselves, "Is it good for the students?" Because all children learn, achieve, and succeed in different ways, the staff of Mirror Lake Middle School advocates high expectations and is dedicated to providing a supportive and challenging learning environment.

Mirror Lake Middle School provides instruction for grades six, seven and eight. Students receive daily instruction in language arts, mathematics, social studies, science, and physical education. Two elective opportunities are also available to each student. Gifted, Spanish Immersion, and Special Education instruction is provided at all three grade levels.

Mirror Lake Middle School is committed to the middle school components of teaming, exploration, flexible scheduling, and attention to the developmental needs of middle school students. Our goal is to prepare lifelong learners, who will become literate, self-disciplined, independent, and confident individuals who take pride in themselves, communicate effectively, and make positive contributions to society.

SCHOOL GOALS

Goal	Level of Achievement
Each academic core team will use a variety of strategies to improve spelling and reading performance.	Attained
Promote school as a community resource for students, parents, staff, and community members.	Attained
Continue to build a school-wide decorum plan that is consistently implemented.	Attained

BUDGET*

1997-98 Expenditures	$3,005,289
1998-99 Budgeted Amount	$3,252,766
1999-00 Adopted Budget	$2,964,795

*Dollars budgeted or expended are general fund only.

Mirror Lake Middle School Overview

School Report Card Statement

Mirror Lake Middle School **Jeanne Fischer**

Mirror Lake Middle School has completed a successful second year because we have the following qualities in place: school mission and goals which incorporate input and feedback from students, parents, staff, and community members; middle school structure and philosophy that allows for team development and flexible scheduling; effective staffing and placement of staff on teams; comprehensive curriculum with services for gifted, Spanish Immersion, special education students, and an extensive array of elective offerings; career and counseling services focused on Asset development and conflict resolution; student recognition programs; extensive interscholastic and intramural activities; management of school facilities and grounds; comprehensive, integrated technology program; and connections with the community through weekly communications and four school-business partnerships.

Our strengths lie in the following areas: varied and experienced staff who understand and enjoy working with middle school students; communication between home and school; community support and involvement; strong fine arts and technology programs; understanding the needs of our community and school, and a sincere desire to try programs that will benefit our students.

Next year we will continue to focus on team development, maintaining strong academic standards, and strengthening the qualities that make for an effective middle school.

Mirror Lake Middle School Characteristics

SCHOOL MEMBERSHIP

September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
677	64%	157	53	11

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP

Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
629.9	675.6	93.2%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
English	2	16	5
Mathematics	1	18	4
Science	0	15	8
Social Studies	1	17	5

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	2.0	Special Education Aides	6.0
Classroom Teachers	36.8	Bilingual Tutors	.26
Librarians	1.0	Clerical Support Staff	6.0
Special Education Teachers	7.0	Custodians	6.0
Gifted Teachers	.2		
Counselors	2.0		
Nurses	1.0		

Special Programs: Spanish Immersion 6-7

Mirror Lake Middle School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
578	14	47	17	20	98	676
85.50%	2.07%	6.95%	2.51%	2.96%	14.50%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	677	101	14%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	6	7	8	Total
Number Not Promoted	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
677	43	36	14	30	123	18.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	51	17	18	21	616	723
% in One Sch.	80.39%	100.00%	77.78%	90.48%	88.64%	88.11%
% in Same Sch.	43.14%	58.82%	44.44%	76.19%	58.28%	57.40%

Mirror Lake Middle School
Achievement Profile

CAT PERCENTILE RANK SCORES
AND NUMBER TESTED

SUBTEST		GRADE		
		6	7	8
Reading Vocabulary	%ile	49	59	65
	No.	189	230	216
Reading Comprehension	%ile	58	68	68
	No.	189	230	216
Total Reading	**%ile**	**54**	**65**	**69**
	No.	189	230	216
Language Mechanics	%ile	62	60	62
	No.	189	230	216
Language Expression	%ile	56	55	58
	No.	189	230	216
Total Language	**%ile**	**59**	**58**	**60**
	No.	189	230	216
Math Computation	%ile	52	50	52
	No.	188	228	215
Math Concepts and Applications	%ile	71	65	76
	No.	187	228	215
Total Mathematics	**%ile**	**62**	**58**	**65**
	No.	187	228	215
Total Battery	**%ile**	**58**	**61**	**67**
	No.	186	228	215
Study Skills	%ile	59	55	56
	No.	188	227	216
Spelling	%ile	43	44	50
	No.	189	230	216
Science	%ile	55	66	81
	No.	188	226	216
Social Studies	%ile	55	66	67
	No.	188	226	216

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
6	Total Reading	54	54	N/A	N/A	N/A
6	Total Lang. Arts	59	57	N/A	N/A	N/A
6	Total Mathematics	62	54	N/A	N/A	N/A
7	Total Reading	65	71	N/A	N/A	N/A
7	Total Lang. Arts	58	65	N/A	N/A	N/A
7	Total Mathematics	58	63	N/A	N/A	N/A
8	Total Reading	69	68	N/A	N/A	N/A
8	Total Lang. Arts	60	58	N/A	N/A	N/A
8	Total Mathematics	65	63	N/A	N/A	N/A

Mirror Lake Middle School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
6	194	190	98	0	0	4
7	239	230	96	0	0	9
8	238	217	91	0	5	16

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
6	Reading	174	44.7	39.0	16.4	66	56*
	Lang. Arts	175	39.1	46.6	14.3	69	60*
	Math	171	30.6	45.9	23.6	66	64
7	Reading	196	19.9	34.2	45.9	53	64*
	Lang. Arts	196	26.0	44.4	29.6	57	57
	Math	189	26.5	38.6	34.9	54	60*
8	Reading	179	29.6	42.5	27.9	72	71
	Lang. Arts	180	38.9	41.7	19.4	69	62*
	Math	181	19.3	50.8	29.8	63	68*

* Indicates Significant Difference in Means at .05 level.

Table 207

Northern Lights ABC School Overview

Statement of Program

Northern Lights ABC is an alternative elementary school serving a constituency that believes in and supports:

1. A strong emphasis on reading, math, written English and spelling.
2. A reading program founded upon phonics.
3. A positive, firm, and consistent pupil code of conduct.
4. A curriculum stressing patriotism and citizenship.
5. Maintaining high academic and department standards.
6. Character education experiences.
7. The concepts of competition and individual rights.

Northern Lights ABC is a strong advocate of the arts and is committed to providing a rich intramural program with opportunities for participation in music, art, drama, athletics, student government, and science. "You Can Do What You Think You Can Do" is the motto proudly posted to remind each pupil of his personal responsibility in the learning process.

SCHOOL GOALS

Goal	Level of Achievement
To maintain or improve reading comprehension.	Partially Attained
Students will exhibit courtesy and respect to all students, staff and visitors at Northern Lights School.	Attained
Students will improve writing skills in the areas of creative writing and report writing.	Attained
Students in grades K-7 will maintain or improve level of excellent penmanship.	Attained
Develop a scope and sequence for the Northern Lights ABC program K through grade 7.	Partially Attained

BUDGET*

1997-98 Expenditures	$1,494,929
1998-99 Budgeted Amount	$1,739,304
1999-00 Adopted Budget	$1,948,045

*Dollars budgeted or expended are general fund only.

Northern Lights ABC School Overview

School Report Card Statement

Northern Lights ABC School **George Vest**

This has been a very busy and successful year. We added three classes to the program including two in the seventh grade. The staff is united in its efforts to produce quality education and has been focused on the goals we met.

We have almost completed our scope and sequence project and we have launched a unique penmanship program that is already proving successful.

Northern Lights ABC School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
546	94%	22	0	33

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	390.5	406.8	95.9%
Secondary	87.5	91.8	95.3%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	-	12	-
Intermediate	-	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.5
Classroom Teachers	22.0	Bilingual Tutors	1.0
Librarians	1.0	Clerical Support Staff	1.5
Special Education Teachers	.5	Custodians	1.5
Music Teachers	1.0		
Art Teachers	.4		
Physical Education Teachers	1.0		
Nurses	.4		

Special Programs: Back to basics

Northern Lights ABC School Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
352	34	25	85	17	161	513
68.62%	6.63%	4.87%	16.57%	3.31%	31.38%	

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	464	25	5%
1998-99	Secondary	48	4	8%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	Total
Number Not Promoted	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
512	10	20	25	21	76	14.8%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	22	75	31	11	290	429
% in One Sch.	95.45%	89.33%	96.77%	81.82%	91.03%	91.14%
% in Same Sch.	68.18%	62.67%	64.52%	72.73%	76.21%	72.49%
Secondary						
Number	4	16	5	7	74	106
% in One Sch.	75.00%	93.75%	60.00%	100.00%	77.03%	80.19%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Northern Lights ABC School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE				
		3	4	5	6	7
Reading Vocabulary	%ile	87	77	75	77	74
	No.	71	54	52	47	40
Reading Comprehension	%ile	90	70	76	83	82
	No.	71	54	52	47	40
Total Reading	**%ile**	**91**	**76**	**78**	**81**	**80**
	No.	71	54	52	47	40
Language Mechanics	%ile	83	82	91	92	81
	No.	72	54	52	47	40
Language Expression	%ile	90	74	81	90	80
	No.	72	54	52	47	40
Total Language	**%ile**	**89**	**79**	**89**	**93**	**84**
	No.	72	54	52	47	40
Math Computation	%ile	73	86	86	90	86
	No.	72	54	52	47	40
Math Concepts and Applications	%ile	83	85	88	93	81
	No.	72	54	52	47	40
Total Mathematics	**%ile**	**81**	**88**	**90**	**92**	**85**
	No.	72	54	52	47	40
Total Battery	**%ile**	**90**	**82**	**89**	**92**	**85**
	No.	71	54	52	47	40
Word Analysis	%ile	89				
	No.	71				
Study Skills	%ile		84	76	85	72
	No.		54	52	47	40
Spelling	%ile	89	82	82	76	73
	No.	72	54	52	47	40
Science	%ile	80	72	66	81	81
	No.	72	54	52	47	40
Social Studies	%ile	80	78	82	83	79
	No.	72	54	52	47	40

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	76	83	83	80	77
4	Total Lang. Arts	79	88	84	84	81
4	Total Mathematics	88	89	91	87	88
6	Total Reading	81	79	82	77	77
6	Total Lang. Arts	93	82	88	83	71
6	Total Mathematics	92	89	95	85	89

Northern Lights ABC School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	75	72	96	1	0	2
4	54	54	100	0	0	0
5	54	52	96	0	0	2
6	47	47	100	0	0	0
7	39	40	103	0	0	0
8	N/A	N/A	N/A	N/A	N/A	N/A

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1997 Mean	1998 Mean
4	Reading	44	47.7	36.4	15.9	88	79*
	Lang. Arts	41	43.9	39	17.1	87	81*
	Math	44	6.8	27.3	65.9	76	89*
5	Reading	45	33.3	42.2	24.4	84	81
	Lang. Arts	45	20.0	40.0	20.0	88	91
	Math	45	22.2	31.1	46.7	88	91
6	Reading	47	40.4	44.7	14.9	87	81*
	Lang. Arts	47	31.9	46.8	21.3	94	93
	Math	47	31.9	42.6	25.5	94	92
7	Reading	30	16.7	46.7	36.7	80	82
	Lang. Arts	30	16.7	43.3	40.0	83	85
	Math	30	26.7	56.7	16.7	89	87

* Indicates Significant Difference in Means at .05 level.

Table 208

Polaris School Overview

Statement of Program

The K-12 Alternative School is for students, parents and teachers who want an emphasis on self-directed learning and active participation in education. Students are in multi-age groups based on interests, needs and development levels.

The method of instruction focuses on "doing", the experience approach to learning. In practice, this mean extensive use of manipulative teaching materials, forming and testing of hypotheses, numerous filed trips, and classroom visits by a variety of resource persons.

The staff works in teams, and parents are expected to make a commitment of involvement according to their abilities and time available. Attendance requirements are the same as in any other school.

SCHOOL GOALS

Goal	Level of Achievement
Increase fluency and written expression for all students in grades 7 through 12.	Attained
Mission Statement: Polaris K-12 supports an evolving program which creates an environment that challenges it's members to personal excellence, life-long learning, and ethical responsibility to self, community, and world.	Attained
Goal: Our goal is to continue to survey the population to assure that we are holding to our mission statement.	Attained
Assist primary students in moving to Phase 4: Transitional Reading, of the First Steps Reading Developmental Continuum by April of 3rd grade.	Attained

BUDGET*

1997-98 Expenditures	$1,824,787
1998-99 Budgeted Amount	$1,872,308
1999-00 Adopted Budget	$1,973,379

*Dollars budgeted or expended are general fund only.

Polaris School Overview

School Report Card Statement

Polaris K - 12 School **Denise Greene-Wilkinson**

Polaris K-12 School has successfully completed our fifth year. We continue to make great strides as we move through our educational journey in establishing the only K-12 multi-age open optional school in the Pacific Northwest. Our success is seen by our high client satisfaction rate as evidenced by our yearly survey results.

Polaris continues as a viable educational school of choice in the Anchorage School District. We have achieved national recognition for various components of our program. Our school government has been featured at the National Association of Secondary School Principal conference. Our K-12 Schoolyard Habitat has been featured at the National Science Teacher's Conference, received numerous national and state grant awards and has been featured in international and national periodicals such as: American Gardener and Alaska Business Monthly.

Academics continue to excel as our senior class receives a high percentage of scholarships (including a National Merit Scholar Finalist). Polaris K-12's California Achievement Test results continue to exceed the district percentiles across the varied grade levels.

Once again, we have succeeded in making an exciting and successful learning environment where everyone has a voice, a responsibility and a commitment. We are proud of what we have accomplished and we're very excited about our future as we move along our journey.

Polaris School Characteristics

SCHOOL MEMBERSHIP					
	September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
Elementary	249	91%	40	7	12
Secondary	237	99%	14	0	0

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	224.4	238.4	94.1%
Secondary	227.9	227.9	100.0%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	1.0
Classroom Teachers	21.0	Clerical Support Staff	2.0
Special Education Teachers	2.5	Custodians	2.5
Art Teachers	1.0		
Counselors	1.0		
Nurses	.60		

Special Programs: Bilingual Ed., Title I, Slingerland for grade 1

ETHNICITY REPORT - OCTOBER 1998							
	White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
Elem	205	12	19	4	7	42	247
	83.00%	4.86%	7.69%	1.62%	2.83%	17.00%	
Sec	202	8	17	4	4	33	235
	85.96%	3.40%	7.23%	1.70%	1.70%	14.04%	

Polaris School Characteristics

FREE/REDUCED PRICE LUNCH INFORMATION

Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	249	16	6%
	Secondary	237	2	<1%

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT

Grade Repeated	1	2	3	4	5	6	7	8	Total
Number Not Promoted	0	0	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%	0%	0%

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	17	5	8	4	214	248
Final Dropouts	2	0	0	0	3	5
Percent Dropouts	11.76%	0.0%	0.0%	0.0%	1.4%	2.02%

STUDENT POPULATION MOBILITY

	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	249	6	5	18	26	55	22.1%
Sec.	237	9	11	14	19	53	22.4%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	19	4	13	7	213	256
% in One Sch.	89.47%	75.00%	69.23%	100.00%	91.08%	89.84%
% in Same Sch.	73.68%	25.00%	61.54%	71.43%	74.65%	73.05%
Secondary						
Number	17	5	8	4	214	248
% in One Sch.	88.24%	80.00%	50.00%	75.00%	87.38%	85.89%
% in Same Sch.	76.47%	40.00%	12.50%	50.00%	69.63%	67.34%

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	64	70	79	74
	No.	35	33	38	43
Reading Comprehension	%ile	76	68	74	79
	No.	35	33	38	43
Total Reading	**%ile**	**73**	**70**	**79**	**79**
	No.	35	33	38	43
Language Mechanics	%ile	37	48	72	72
	No.	37	33	38	43
Language Expression	%ile	69	59	72	81
	No.	37	33	38	43
Total Language	**%ile**	**54**	**53**	**74**	**77**
	No.	37	33	38	43
Math Computation	%ile	52	30	48	70
	No.	38	33	38	43
Math Concepts and Applications	%ile	62	68	78	87
	No.	36	33	37	43
Total Mathematics	**%ile**	**59**	**51**	**68**	**80**
	No.	36	33	37	43
Total Battery	**%ile**	**65**	**59**	**76**	**81**
	No.	34	33	37	43
Word Analysis	%ile	53			
	No.	35			
Study Skills	%ile		74	69	78
	No.		33	37	43
Spelling	%ile	48	60	44	59
	No.	35	33	38	43
Science	%ile	79	75	63	74
	No.	37	33	37	43
Social Studies	%ile	77	64	75	71
	No.	37	33	37	43

Polaris School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED (continued)

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	75	81	72	63	84
	No.	36	32	34	38	31
Reading Comprehension	%ile	80	75	79	77	89
	No.	36	32	34	38	31
Total Reading	**%ile**	**78**	**79**	**78**	**72**	**89**
	No.	36	32	34	38	31
Language Mechanics	%ile	74	67	62	57	69
	No.	36	32	34	38	31
Language Expression	%ile	76	72	73	67	71
	No.	36	32	34	38	32
Total Language	**%ile**	**76**	**70**	**68**	**65**	**70**
	No.	36	32	34	38	31
Math Computation	%ile	74	59	71	64	72
	No.	36	32	34	38	32
Math Concepts and Applications	%ile	82	80	80	78	77
	No.	36	31	34	38	32
Total Mathematics	**%ile**	**79**	**72**	**76**	**72**	**77**
	No.	36	31	34	38	32
Total Battery	**%ile**	**79**	**77**	**77**	**73**	**83**
	No.	36	31	34	38	31
Study Skills	%ile	76	57	73	62	70
	No.	36	31	33	38	32
Spelling	%ile	71	59	60	52	66
	No.	36	32	34	38	31
Science	%ile	82	88	71	71	79
	No.	36	31	33	39	33
Social Studies	%ile	74	74	74	66	82
	No.	36	31	33	39	33

Polaris School Achievement

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	70	81	85	87	70
	Total Lang. Arts	53	79	74	80	76
	Total Mathematics	51	79	77	86	78
6	Total Reading	79	76	71	67	73
	Total Lang. Arts	77	80	78	75	67
	Total Mathematics	80	85	85	72	70
8	Total Reading	79	69	76	80	71
	Total Lang. Arts	70	52	68	71	76
	Total Mathematics	72	58	72	71	67
11	Total Reading	89	72	68	77	71
	Total Lang. Arts	70	61	44	69	N/A
	Total Mathematics	77	68	55	66	59

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	40	38	95	0	0	2
4	33	33	100	0	0	0
5	38	38	100	0	0	0
6	44	43	98	0	0	1
7	38	36	95	0	0	2
8	36	32	89	0	0	4
9	36	34	94	0	0	2
10	42	39	93	0	0	3
11	39	34	87	0	0	5

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

Polaris School Achievement

SAT/ACT						
Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	32	26	N/A	N/A	N/A
SAT	Percent Tested	65.6%	50.0%	N/A	N/A	N/A
	Verbal	558	577	N/A	N/A	N/A
	Math	534	538	N/A	N/A	N/A
ACT	Percent Tested	N/A	N/A	N/A	N/A	N/A
	English	N/A	N/A	N/A	N/A	N/A
	Math	N/A	N/A	N/A	N/A	N/A

PROGRESS TOWARD GRADUATION				
	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	1.11	1.13	1.05	0.89
Mathematics	0.78	0.73	0.59	0.38
Science	1.07	0.83	0.72	0.41
Social Studies	1.85	1.78	1.51	1.23
Others	1.97	1.98	2.14	1.88
Total	6.77	6.44	6.01	4.80

Polaris School Achievement

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	31	32.3	38.7	29.0	73	72
	Lang. Arts	31	45.2	19.4	35.5	61	55
	Math	31	48.4	25.8	25.8	57	51
5	Reading	34	32.4	35.3	22.4	81	79
	Lang. Arts	33	30.3	48.5	21.2	80	75
	Math	33	45.5	36.4	18.2	80	70*
6	Reading	35	40.0	22.9	37.1	83	82
	Lang. Arts	34	29.4	44.1	26.5	81	78
	Math	34	23.5	32.4	44.1	78	82
7	Reading	34	23.5	32.4	44.1	79	81
	Lang. Arts	34	35.3	26.5	38.2	79	77
	Math	34	38.2	26.5	35.3	80	81
8	Reading	27	40.7	25.9	33.3	83	78
	Lang. Arts	27	59.3	18.5	22.2	78	68*
	Math	26	11.5	50.0	38.5	64	70
9	Reading	33	27.3	36.4	36.4	73	75
	Lang. Arts	33	18.2	36.4	45.5	53	66*
	Math	33	21.2	33.3	45.5	68	77*
10	Reading	32	37.5	28.1	34.4	78	75
	Lang. Arts	32	37.5	40.6	21.9	72	68
	Math	32	34.4	43.8	21.9	80	75
11	Reading	26	30.8	50.0	19.2	90	88
	Lang. Arts	26	26.9	57.7	15.4	74	67
	Math	27	48.1	370	14.8	84	76

* Indicates Significant Difference in Means at .05 level.

Table 209

SAVE Overview

Statement of Program

The Specialized Academic Vocational Education (S.A.V.E.) philosophy is based upon the principal that students that experience failure when operating within the norms of a regular high school curriculum can be successful within the S.A.V.E. guidelines. A high priority of S.A.V.E. is total school participation and involvement in the community.

S.A.V.E. is a comprehensive alternative high school which combines an academic and vocational curriculum. It is an individualized program designed to meet academic, vocational, and special needs. S.A.V.E. students attend academic classes for one-half day and work a job, or receive vocational training the other half of the day.

Emphasis is placed upon student improvement of past deficiencies. Through on-the-job training and relevant coursework, students are shown that it is possible to accomplish realistic goals. In addition, S.A.V.E. provides a counseling program for individual, crisis, and group counseling. Included in this counseling program are support groups for students experiencing problems with drugs/alcohol, after care, and conflict resolution.

SCHOOL GOALS

Goal	Level of Achievement
Student achievement in reading will be improved by 3%.	Partially Attained
Improve the overall student attendance rate at SAVE High School by 2 %.	Attained
Continue to strengthen and expand vocational opportunities for students.	Attained
Improve computer literacy of all SAVE High School students.	Attained

BUDGET*

1997-98 Expenditures	$1,105,757
1998-99 Budgeted Amount	$1,130,308
1999-00 Adopted Budget	$1,062,305

*Dollars budgeted or expended are general fund only.

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SAVE Overview

School Report Card Statement

SAVE High School **Michael Henry**

The 1998-1999 school year at SAVE High School saw some dramatic changes to a school that has had 30 years of outstanding service to at-risk youth in the Anchorage area. The challenge was to make improvements to a program without jeopardizing the effective, time tested methods of providing a quality education.

Improvements in the technology area were most noticeable, and had the greatest impact on the normal operation of the school. Students were finally given the opportunity to develop the much needed skills in the area of technology. Teachers were provided the opportunity and software, to maintain student progress records more efficiently and provide interventions in a more timely manner.

Much attention was given to the idea of providing more time for teachers to work with students. Faculty meeting time was reorganized to maintain open lines of communication, and to minimize wasted time.

SAVE Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
244	118%	26	0	6

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
227.8	227.8	100.0%

CLASSROOM GROUPS

	20 and below	21 to 30	31+
English	13	-	-
Math	6	-	-
Science	6	-	-
Social Studies	17	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Special Education Aides	.5
Classroom Teachers	11.0	Bilingual Tutors	.35
Special Education Teachers	1.0	Clerical Support Staff	1.0
		Custodians	1.0

Special Programs:

SAVE Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
170	22	46	8	16	95	262
64.89%	8.40%	17.56%	3.05%	6.11%	35.11%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	64	23	36	25	282	430
Final Dropouts	29	8	10	11	87	145
Percent Dropouts	45.3%	34.8%	27.8%	44.0%	30.9%	33.7%

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
244	57	252	17	130	456	186.9%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	64	23	36	25	282	430
% in One Sch.	25.00%	8.70%	38.89%	16.00%	23.05%	23.49%
% in Same Sch.	23.44%	8.70%	30.56%	20.00%	25.18%	24.19%

SAVE
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE		
		9	10	11
Reading Vocabulary	%ile	N/A	21	39
	No.	N/A	23	60
Reading Comprehension	%ile	N/A	32	34
	No.	N/A	23	60
Total Reading	**%ile**	N/A	**26**	**35**
	No.	N/A	23	60
Language Mechanics	%ile	N/A	22	28
	No.	N/A	23	60
Language Expression	%ile	N/A	23	25
	No.	N/A	25	59
Total Language	**%ile**	N/A	**21**	**26**
	No.	N/A	23	58
Math Computation	%ile	N/A	18	35
	No.	N/A	25	59
Math Concepts and Applications	%ile	N/A	29	46
	No.	N/A	25	60
Total Mathematics	**%ile**	N/A	**20**	**39**
	No.	N/A	25	59
Total Battery	**%ile**	N/A	**21**	**31**
	No.	N/A	23	58
Study Skills	%ile	N/A	21	32
	No.	N/A	25	60
Spelling	%ile	N/A	27	30
	No.	N/A	23	60
Science	%ile	N/A	28	39
	No.	N/A	25	60
Social Studies	%ile	N/A	31	31
	No.	N/A	25	60

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
11	Total Reading	35	49	34	47	38
11	Total Lang. Arts	26	36	29	36	N/A
11	Total Mathematics	39	38	34	43	29

SAVE
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
9						
10	36	25	69	0	0	11
11	73	61	84	0	0	12

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

PROGRESS TOWARD GRADUATION

Area	Average Credits Earned 9th	10th	11th	12th
Language Arts	0.00	0.13	0.15	0.18
Mathematics	0.00	0.17	0.17	0.02
Science	0.00	0.04	0.19	0.05
Social Studies	0.00	0.25	0.11	0.09
Others	0.00	0.56	0.82	0.94
Total	0.00	1.15	1.44	1.28

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
10	Reading	13	-0-	100	-0-	31	27
	Lang. Arts	13	100	-0-	-0-	39	23*
	Math	15	100	-0-	-0-	46	21*
11	Reading	8	12.5	25.0	62.5	23	27
	Lang. Arts	8	37.5	37.5	25.0	26	22
	Math	7	42.9	28.6	28.6	44	33

* Indicates Significant Difference in Means at .05 level.

Table 210

Steller Overview

Statement of Program
Steller provides a complete program of instruction for students across the city in grades 7-12. The school serves as an alternative for all secondary students throughout the city. Steller is dedicated to offering an alternative for self-motivated and self-directed students. There is an ongoing emphasis on both student and parent involvement.

SCHOOL GOALS

Goal	Level of Achievement
Steller Secondary School will complete the first year of the Northwest Accreditation process and incorporate the process to enhance Steller's philosophy. This goal assesses the profile and mission of Steller	Attained
Steller Secondary School will emphasize reading, writing and speaking in every class.	Partially Attained
Steller Secondary School will increase parent involvement in Steller community.	Attained

BUDGET*

1997-98 Expenditures	$1,197,610
1998-99 Budgeted Amount	$1,130,881
1999-00 Adopted Budget	$1,183,820

*Dollars budgeted or expended are general fund only.

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Steller Overview

School Report Card Statement

Steller Secondary School **Dorothy Oetter**

As a first year principal at Steller Secondary School, I have found the community to be supportive of educational growth for all students. Steller challenges the established ways of "doing things"; which has lead to extremely competent students. We are a community of learners. We learn and educate each other. The key phrase that I have learned to appreciate this year is "responsible freedom"; with freedom comes personal responsibility.

Steller Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
304	110%	35	6	14

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
286.7	293.6	97.6%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
English	-	14	-
Math	-	14	-
Science	-	13	-
Social Studies	-	13	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/Assistant Principals	1.0	Bilingual Tutors	.5
Classroom Teachers	13.4	Clerical Support Staff	1.5
Special Education Teachers	2.0	Library Aides	.4
Nurses	.5	Custodians	1.0
		Special Ed Aides	.6
Special Programs:			

Steller Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
232	16	25	18	14	73	305
76.07%	5.25%	8.20%	5.90%	4.59%	23.93%	

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment	24	18	16	14	233	305
Final Dropouts	0	0	0	0	0	0
Percent Dropouts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
304	3	3	18	10	34	11.2%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	24	18	16	14	233	305
% in One Sch.	87.50%	100.00%	75.00%	85.71%	94.42%	92.79%
% in Same Sch.	70.83%	66.67%	87.50%	85.71%	71.24%	72.46%

Steller
Achievement Profile

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	84	87	84	84	81
	No.	44	42	44	39	35
Reading Comprehension	%ile	87	86	85	89	82
	No.	44	44	45	39	35
Total Reading	**%ile**	**88**	**89**	**88**	**89**	**82**
	No.	44	42	44	39	35
Language Mechanics	%ile	85	73	78	69	67
	No.	45	44	45	39	35
Language Expression	%ile	79	81	77	80	73
	No.	45	44	45	39	35
Total Language	**%ile**	**84**	**79**	**79**	**75**	**70**
	No.	45	44	45	39	35
Math Computation	%ile	78	67	76	76	71
	No.	45	41	45	39	35
Math Concepts and Applications	%ile	83	92	85	85	85
	No.	45	41	45	39	35
Total Mathematics	**%ile**	**82**	**82**	**82**	**82**	**81**
	No.	45	41	45	39	35
Total Battery	**%ile**	**87**	**88**	**87**	**86**	**82**
	No.	44	39	44	39	35
Study Skills	%ile	78	75	84	77	75
	No.	45	41	45	39	35
Spelling	%ile	71	67	74	65	63
	No.	45	44	45	39	35
Science	%ile	83	89	80	84	77
	No.	45	41	45	39	35
Social Studies	%ile	81	87	90	81	75
	No.	45	40	45	38	35

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
8	Total Reading	89	89	89	91	79
	Total Lang. Arts	79	75	74	82	76
	Total Mathematics	82	82	80	82	79
11	Total Reading	82	89	85	84	79
	Total Lang. Arts	70	77	71	77	N/A
	Total Mathematics	81	80	81	76	73

Steller
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	47	45	96	0	0	2
8	49	44	90	0	0	5
9	50	45	90	0	0	5
10	42	39	93	0	0	3
11	46	35	76	0	0	11

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	98-99	97-98	96-97	95-96	94-95
	No. Graduates	51	47	43	37	48
SAT	Percent Tested	64.7%	76.6%	74.4%	83.8%	75.0%
	Verbal	597	597	616	605	569
	Math	571	559	572	538	582
ACT	Percent Tested	-	-	-	-	-
	English					
	Math					

PROGRESS TOWARD GRADUATION

	Average Credits Earned			
Area	9th	10th	11th	12th
Language Arts	0.78	0.72	1.15	0.88
Mathematics	0.82	0.82	0.68	0.25
Science	0.98	1.00	0.74	0.33
Social Studies	1.13	1.21	0.89	0.88
Others	1.73	2.06	1.97	1.26
Total	5.44	5.81	5.43	3.59

Steller
Achievement Profile

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	41	22.0	36.6	41.5	84	88
	Lang. Arts	42	28.6	42.9	28.6	86	85
	Math	42	35.7	50.0	14.3	83	86
8	Reading	28	28.6	53.6	17.9	91	90
	Lang. Arts	30	43.3	33.3	23.3	87	82
	Math	28	42.9	35.7	21.4	88	85
9	Reading	44	43.2	34.1	22.7	91	89
	Lang. Arts	45	28.9	26.7	44.4	77	80
	Math	45	26.7	42.2	31.1	80	83
10	Reading	36	13.9	38.9	47.2	83	89
	Lang. Arts	36	41.7	30.6	27.8	79	75
	Math	36	33.3	33.3	33.3	81	81
11	Reading	26	50.0	38.5	11.5	91	83
	Lang. Arts	26	53.8	30.8	15.4	80	73
	Math	26	19.2	50.0	30.8	82	85

* Indicates Significant Difference in Means at .05 level.

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Table 211

Village School Overview

Statement of Program
Village Charter School has been established for 120 students in grades Kindergarten through 8th, and offers a unique annual calendar that calls for attendance in the fall and spring, allowing for choices between winter and summer intensives (workshops, seminars, student exchanges, etc.). Village also offers two world languages beginning in kindergarten (Spanish and Norwegian), and also provides a strong emphasis on math, science, and music and the arts in addition to other core subjects.

SCHOOL GOALS

Goal	Level of Achievement
All students will know all 70 Spalding phonograms by April 30, 1999.	Partially Attained
Students will learn to count to 100 in Spanish and to do single-digit addition and subtraction in Spanish. Students will also learn to sing 40 songs in Norwegian and Spanish.	Attained
Students will be able to play five songs on the recorder.	Attained
All 3rd - 6th graders will be able to complete 100 addition, subtraction, and multiplication facts in 5 minutes or less.	Attained
Parents will be involved in the school by contributing five hours of volunteer time per month. Parents will become well informed as to their child's progress by conferencing with teachers six times throughout the year.	Attained

BUDGET*

1997-98 Expenditures	$0
1998-99 Budgeted Amount	$530,450
1999-00 Adopted Budget	$457,319

*Dollars budgeted or expended are general fund only.

Village School Overview

School Report Card Statement

Village School **Linda Sharp**

All students completing the year made substantial progress, academically and socially.

Reading progress: All students except for one made a full grade level in reading progress, or more. (In the case of the one, the parents admitted at all parent conferences that they had not prepared the child for the work, nor did they have time for homework.) Many children made two years' progress in reading. Ours is a phonics-based high-quality literature program, with reading skills emphasized across the curriculum, from math to science to music.

Two children who entered Village Charter School last fall made more than one year's grade level progress in reading are recommended for retention in third grade, because they tested several times this spring at second grade reading level. Both entered two years behind grade level. Our school proposal cites the commitment not to pass a child on to fourth, or to seventh grades if they are not passing tests at grade level in reading and math.

Math Progress: All students made good progress in math. Students have had many advantages in our math program, including six hours per week of teaching, many of those hours in groups ranging from one to six students. Several students jumped more than one grade level in their math abilities this year.

Foreign Language Progress: Every student in the school made good to outstanding progress in their acquisition of second and third languages. Several students will be ready to challenge first year languages UAA as 9th graders, should their parents wish, if they continue at this pace. Those credits should serve as dual credits for ASD or other high schools, and for university credits.

Music: Students learned a tremendous amount of music this year, from vocal and foreign language instruction with Mrs. Stotts, to Orchestra with Senor Olivares, to Harp with Mrs. Peres, to daily singing and recorder playing with Mrs. Sharp. 100% of our students achieved, and most exceeded, our goals in this area.

Village School Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
25	N/A	0	0	3

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP			
	Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
Elementary	18.4	19.4	94.7%
Secondary	.25	.25	100.0%

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	1	-	-
Intermediate	-	-	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers K-8	1		
*Music Teachers			
*Art Teachers			
*Physical Education Teachers			

Special Programs: Special Education
* Music, PE, and Art are provided through contract services.

Village School Characteristics

ETHNICITY REPORT - OCTOBER 1998 includes Elementary and Secondary						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
16	0	1	0	3	4	20
80.00%	0.00%	5.00%	0.00%	15.00%	20.00%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	25	1	4%
	Secondary	0	0	0

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT							
Grade Repeated	1	2	3	4	5	6	Total
Number Not Promoted	0	0	0	0	0	0	0
Percent Not Promoted	0%	0%	0%	0%	0%	0%	0%

TOTAL DROPOUT RATES						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment						
Final Dropouts		Data Not	Available			
Percent Dropouts						

STUDENT POPULATION MOBILITY							
	Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
Elem.	24	1	1	3	0	5	20
Sec.	1	0	0	1	0	1	100

Village School Statistics

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Elementary						
Number	2	0	0	3	18	23
% in One Sch.	50.00%	0.00%	0.00%	66.67%	88.89%	82.61%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Secondary						
Number	0	0	0	0	1	1
% in One Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
% in Same Sch.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Village School Achievement

CAT PERCENTILE RANK SCORES AND NUMBER TESTED

SUBTEST		GRADE					
		3	4	5	6	7	8
Reading Vocabulary	%ile	45	N/A	59	87	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Reading Comprehension	%ile	53	N/A	78	92	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Total Reading	**%ile**	**49**	N/A	**73**	**92**	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Language Mechanics	%ile	47	N/A	56	87	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Language Expression	%ile	44	N/A	47	84	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Total Language	**%ile**	**46**	N/A	**63**	**86**	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Math Computation	%ile	55	N/A	20	88	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Math Concepts and	%ile	25	N/A	44	99	N/A	N/A
Applications	No.	5	N/A	2	2	N/A	N/A
Total Mathematics	**%ile**	**34**	N/A	**34**	**97**	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Total Battery	**%ile**	**43**	N/A	**61**	**95**	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Word Analysis	%ile	37	N/A			N/A	N/A
	No.	5	N/A			N/A	N/A
Study Skills	%ile		N/A	66	86	N/A	N/A
	No.		N/A	2	2	N/A	N/A
Spelling	%ile	55	N/A	74	82	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Science	%ile	46	N/A	29	74	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A
Social Studies	%ile	39	N/A	16	86	N/A	N/A
	No.	5	N/A	2	2	N/A	N/A

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	N/A				
4	Total Lang. Arts	N/A	New	School		
4	Total Mathematics	N/A				
6	Total Reading	92				
6	Total Lang. Arts	86	New	School		
6	Total Mathematics	97				
8	Total Reading	N/A				
8	Total Lang. Arts	N/A	New	School		
8	Total Mathematics	N/A				

Village School Achievement

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
3	5	5	100	0	0	0
4	N/A	N/A	N/A	N/A	N/A	N/A
5	2	2	100	0	0	0
6	2	2	100	0	0	0
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A

* Membership includes regular education and special education level 1 and level 2 students.

** Students who refused to test as well as those who were absent.

CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	N/A					
	Lang. Arts	N/A					
	Math	N/A					
5	Reading	2	50.0	0	50.0	72	73
	Lang. Arts	2	50.0	50.0	0	85	83
	Math	2	50.0	0	50.0	44	33
6	Reading	2	50.0	0	50.0	94	92
	Lang. Arts	2	0	50.0	50.0	83	86
	Math	2	0	0	100.0	85	97*
7	Reading	N/A					
	Lang. Arts	N/A					
	Math	N/A					
			New School				
8	Reading	N/A					
	Lang. Arts	N/A					
	Math	N/A					

* Indicates Significant Difference in Means at .05 level.

Table 212

Walden Pond Overview

Statement of Program

Current enrollment for Walden Pond Charter School is 130 students. For FY 1999-2000 it is projected to be 210 students. It is based on the premise that the program will successfully serve students presently "falling through the cracks" and who will benefit from a strong and competitive academic program that will prepare them for college or other post secondary activities. The program intends to use an alternative school calendar beginning in mid-August and extending later into June with periodic breaks throughout the school year. In addition, the strong academic program modeled after the Anchorage School District's basic curriculum will be enhanced by required workshops and intensive courses off-campus. Students who are "at risk for failure" will be required to have remedial courses in order to prevent failure; these courses will occur as needed rather than at the end of the school year.

SCHOOL GOALS

Goal	Level of Achievement
Begin to assist students in the area of self-assessment and evaluation through the use of Portfolio Assessment.	Partially Attained
Work toward improving student skills in time management.	Partially Attained
Develop student involvement in the community.	Attained

BUDGET*

1997-98 Expenditures	$772,784
1998-99 Budgeted Amount	$761,740
1999-00 Adopted Budget	$1,283,489

*Dollars budgeted or expended are general fund only.

Walden Pond Overview

School Report Card Statement

Walden Pond **Mary Hunsaker**

Overall, our year was successful. We experienced growth in student expectations and curricular planning and some setbacks in terms of goal setting and completion. We will continue to emphasize Portfolio assessment and community involvement in the coming school year. We will also move to strengthen our team teaching approach and increase attention to the standards based classroom.

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Walden Pond Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	**Percent of Capacity**	**Special Education**	**Gifted**	**Bilingual**
151	N/A	37	0	5

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	**Average Daily Membership**	**Percentage of Daily Attendance**
126.6	136.5	92.7%

CLASSROOM GROUPS	20 and below	21 to 30	31+
English	10		
Mathematics	10		
Science	10		
Social Studies	10		

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Classroom Teachers	8.25	Special Education Aides	1.0
Special Education Teachers	1.75	Clerical Support	1.0
Art Teachers	.25		
Head Master	.75		
Special Programs: Special Education			

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Walden Pond Characteristics

ETHNICITY REPORT - OCTOBER 1998

White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
115	15	17	4	4	40	155
74.19%	9.68%	10.97%	2.58%	2.58%	25.81%	

TOTAL DROPOUT RATES

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Enrollment						
Final Dropouts		Data Not	Available			
Percent Dropouts						

STUDENT POPULATION MOBILITY

Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
151	10	34	24	29	97	64.2%

STABILITY RATES OF STUDENTS

Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	22	4	15	9	130	180
% in One Sch.	50.00%	25.00%	60.00%	22.22%	59.23%	55.56%
% in Same Sch.	36.36%	50.00%	53.33%	0.00%	53.08%	48.33%

Walden Pond
Achievement Profile

CAT Percentile Rank Scores
and Number Tested

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	38	40	47	45	56
	No.	17	26	35	26	18
Reading Comprehension	%ile	43	44	46	56	43
	No.	18	26	35	26	18
Total Reading	**%ile**	**41**	**42**	**47**	**52**	**48**
	No.	17	26	35	26	18
Language Mechanics	%ile	32	44	50	41	52
	No.	18	26	34	25	18
Language Expression	%ile	34	43	56	50	56
	No.	18	26	34	26	17
Total Language	**%ile**	**31**	**43**	**53**	**46**	**55**
	No.	18	26	33	25	17
Math Computation	%ile	46	34	50	42	48
	No.	17	26	35	25	17
Math Concepts and Applications	%ile	50	66	59	63	66
	No.	17	26	35	25	17
Total Mathematics	**%ile**	**49**	**49**	**54**	**53**	**58**
	No.	17	26	35	25	17
Total Battery	**%ile**	**39**	**44**	**53**	**54**	**58**
	No.	16	26	33	24	17
Study Skills	%ile	34	27	51	51	56
	No.	18	25	33	27	17
Spelling	%ile	26	25	33	52	51
	No.	18	26	35	24	18
Science	%ile	38	65	54	57	59
	No.	17	26	33	27	17
Social Studies	%ile	45	42	53	58	48
	No.	17	26	33	27	16

HISTORICAL PERFORMANCES
ITBS PERCENTILE RANK SCORES 1993-94 TO 1994-95
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99

Grade	Area	98-99	97-98	96-97	95-96	94-95
8	Total Reading	42	54	N/A	N/A	N/A
	Total Lang. Arts	43	50	N/A	N/A	N/A
	Total Mathematics	49	54	N/A	N/A	N/A
11	Total Reading	48	64	N/A	N/A	N/A
	Total Lang. Arts	55	54	N/A	N/A	N/A
	Total Mathematics	58	68	N/A	N/A	N/A

Walden Pond School
Achievement Profile

CAT Test Participation
March 1999

Grade	March 30* Membership	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other** Excluded
7	20	19	95	0	0	1
8	28	26	93	0	0	2
9	35	35	100	0	0	0
10	29	27	93	0	0	2
11	20	18	90	0	0	2

* Membership includes regular education and special education level 1 and level 2 students.
** Students who refused to test as well as those who were absent.

SAT/ACT

Test	Students/Subject	97-98	96-97	95-96	94-95	93-94
	No. Graduates					
SAT	Percent Tested					
	Verbal					
	Math					
ACT	Percent Tested					
	English					
	Math					

A certain number of students must take the SAT and ACT in order to receive school results.

PROGRESS TOWARD GRADUATION

Area	9th	10th	11th	12th
	Average Credits Earned			
Language Arts				
Mathematics				
Science		Data Not	Available	
Social Studies				
Others				
Total				

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CONTINUING STUDENT PROGRAM
SPRING 1998-99
EXPECTED GAIN

Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
7	Reading	16	25.0	31.3	43.8	35	39
	Lang. Arts	17	29.4	41.2	29.4	33	35
	Math	16	18.8	50.0	31.3	43	48
8	Reading.	16	37.5	25.0	37.5	42	41
	Lang. Arts	16	12.5	50.0	37.5	32	44*
	Math	15	20.0	20.0	60.0	33	48*
9	Reading	30	53.3	26.7	20.0	47	39
	Lang. Arts	28	25.0	39.3	35.7	48	51
	Math	28	17.9	46.4	35.7	54	59
10	Reading	18	27.8	38.9	33.3	52	55
	Lang. Arts	18	27.8	55.6	16.7	55	49
	Math	18	33.3	33.3	33.3	55	55
11	Reading	7	71.4	28.6	-0-	63	40*
	Lang. Arts	6	16.7	83.3	-0-	68	64
	Math	7	57.1	14.3	26.8	69	64

* Indicates Significant Difference in Means at .05 level.